P M S G R A P H I C S, L L C

March 2, 2009

To whom it may concern:

I have had the occasion, and pleasure, to work with Adam Lanza. Rare these days is a young man with such cordial, professional and expert attributes. He has the knowledge to work efficiently, without hesitation, to tackle the problem at hand.

I hired Adam as a independent contractor to help with numerous computer issues, some I did not know I had. Other industry professionals told me to throw in the towel and start over again from scratch. Adam resolved the problems, made valuable adjustments, and set up insurances to avoid future incidences.

Adam and I have a pending project to begin and I look forward to working with him in the coming months.

Sincerely,

Philip M. Simpson

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"not a condition but a style."

Learning Style

engineer success - vision - grand plan

creative ways to motivate

Focus on strengths + weaknesses

part of identity

no insight into own self. feelings.
(anxieties. fear. anger)

Be explicit

Adam's idea of what is a good life.
relationships? community

what is nature of areas of difficulty?

executive functioning skills, organizational skills

independent living skills

preview college - summer programs - transition

Heath center - George Washington Heath Resource Center

full time & part time

Illinois TAP

dis. reporting up to 20%

2 yr college or C.C. then finish at 4 yr.

DSS / student staffing ~~[illegible]~~ 1-300 usual

Cisco Systems Computer Design
Day students

~~[illegible]~~ Social milieu

TERi Continuing Ed Loans

IEP - transition plan up to age 21
ind. living skills
vocational

CSP - exit interview - should delay diploma

engage them in process

vulnerable to victimization
do they screen out psych. problems?

NY state seems better for services, etc.
~~XXX~~ Illinois "TAP"

time management
note taking skills

smalsie
☆ Smallzie
Smotivation a list.

(Arlington Poquipsk
(Pauling NY.)

☆ Social skill test (ADOS)

Jane Thierfeld-Brown

Lorry Wolf - "Beyond the Wall"

Diploma or Cert. of Completion

there needs to be self disclosure to D.S.

"use word "typical"

Currently no social accomodations

Documentation Guidelines

Neuro Psych. & Behavioral Test for accomodations

☆ Conduct Codes Enforced.

- ☆ Notetaking skills ☆
- ☆ manage money
- ☆ cooking

MAximize independence and ~~autonomy~~ autonomy

realistic expectations

CT Autism Spectrum Resource Center, Wallingford CT

★ Acceptance of diagnosis - willingness to disclose

Driving Assesment Easter Seals Meriden

Future Mapping

Transition Plan Part of IEP

Need for assessments/ Self advocacy

Nonverbal Learning Disorder is <u>not</u> Asperger's

Western Kentucky
Georga State
South florida
^
Oxberg College
Boston University
U of Conn

To find Culture
[illegible]

[illegible]

"Note taking skills"

Travel Training - Shuttle System

Introducing
Dating etiquette
Interacting in social situations
Dealing w/ peer pressure
Dealing w/ criticism - feedback - rejection
Demonstrating problem solving - decision making

Commuter	Residential
Pro	Con
Supervision	dependency
smoother transition	stigma - self esteem
Reduce stress	isolation
less financial risk	less challenging

JB 2+2
where you graduated. UConn commuter

Residence Hall nightmares - esp. 1st semester
smaller is not automatically better
medically unsafer
Housing accomodations - medically unsafe to share

Cornell - singles easier to get

Big Problems

Rigid
Term papers - compare & contrast - analysis
present in front of class

Campus

Size & culture
4 hrs wk of studying per hour of class time.

disability confidential - prof. don't know

☆ Anxiety - depression Does not get disclosed
and if isn't in transcript

extra time for classes
Spacing of major exams

Academic Problems
- Essay questions
- English courses
- Group work
- Labs

"Linked courses helpful"

Academic Matters

being overwhelmed
using a syllabus
Time management issues
"Keep a planner"
deadlines
taking notes
Exams
Time management tools starting now.
Studying for final exams

College Skills

enablemart.com

- Sensory Integration Issues - OT consult at Jr. PPT

What is a note taker?

Sleep/wake cycles important

Stress Management

Stressful situations
what precipitates crises
how stress manifests itself
Behaviors
Interactions w/ others
Calming methods
Medications

"to avoid disruptions due to anxiety"

Developing Scripts

Learn to be advocate for self
" negotiating strategies
Employment on campus
Working w/ groups - peers
members of opposit sex
Getting involved in organizations
Wolf & Thierfeld Brown
SEADS "Strategic Education for Students w Autisic Disorders in Higher Education"
UConn + 3,000 Semester in Storrs
Pilot Program
University of Minnesota

heasd.com Jane + Laurie website

can be considered full time on half time

Anxiety is huge part of asperger's

www.autism.fm

Straight talk re: medications

Speech pathologist may help w/ better communication

practice interview - looking at face

Anxiety - Novelty
Social rigidity

list/scripts/rules

teach meanings of gestures

things that can / can't be talked about
and with whom

Could you make 3 copies? YES

Sexuality & intimacy
Explicit teaching
Stansfield video's etc.
Self care, privacy, modesty, boundaries

Co Morbidity - Aspergers / depression
Diagnostic overshadowing

☆ Cognitive Distortions - very important

Depression - Anxiety
Higher rates of suicides in adolescence

1/2 autistic have been depressed 10% suicidal

work on Self awareness.

Most dangerous exampel of suicidal Asp. is the quiet suffering, hopeless, willing to agree to things that they really are against.

Beware of others who take advantage

Trouble in Law

Be careful of porn. Be careful of tracking

UTube MySpace facebook ← STAY off

"We'll be your friend"

Be aware that the more they deny they want something, the more they may really want it but are afraid of failure.

• ~~My conscious mind is scarcely able to.~~ It's too late for my conscious mind to accept it as being a shotgun." D: "Conscious — what? There's nothing to think about. Just aim back and shoot!" B: "Don't make assumptions about what a physically-handicapped person is capable of doing."

• Group getting into convertible, frame inside. One says "Where's the roof in this thing?" and the driver says "WTH? We're in a convertible, moron. There is no roof." (roof extending infinitely upwards in interior frame, in previous, the car was a regular convertible.

• Group leader, retard in passenger seat, black guy in seat behind driver, random (decide later) other fourth guy next to him. "Looks like we're being chased by a police car! I thought he would have managed to lose him by now! It looks like we need some intervention." "[Black guy], reach below my seat and get the ~~tupperware~~ sawn-off." B: "I can't; I'm a paraplegic, remember?" D: "WTH? You sprained your ankle three months ago." B: "Well, it certainly doesn't give me an advantage." D: "[Random guy], you take—" ⓪ "I can't. I'm pregnant, and lead exposure might harm the fetus. That's why I didn't set up ~~this~~ the robbery this time, remember? Not being in the lead has an adverse effect on my initiative roll." D: "Ugh — [Retard], I need you to—" D: "[Retard]! [Retard]! Can you pay attention for a few seconds?" R: "I am snowing." D: "You're an imbecile! Listen to me — Reach into my pocket and pull out the pistol." Retard puts his right hand on his own mouth and says, "I can't do it, though." D: "My pocket! — Pull it out of my pocket! U-Use your other hand, though!" F150 →

Besides, there are enough Ptra's involved in handguns, anyway."

D: "It's a ~~[illegible]~~ short-barrel shotgun!"

B: "It's a derringer with an extended slide."

"It seems like a ~~[illegible]~~ derringer with an extended barrel at first glance. ↑↑↑

↑ ⓪ What [Random Guy] actually says: "I can't; I'm pregnant. Shooting would make jotting the minutiae, and you know how a fetus is not supposed to be exposed to situations in which I take the lead."

Retard reaches into the driver's pocket and pulls out a pistol.
D: "Now put a stop to that to that patrol car." Retard, for
the first time, solemnly looks down at the pistol in his hand
concentrating on it with a face of determination. Next frame,
closer. Third frame, closer. Next frame, he is switching
between retarded poses while smiling gleefully. D: "What's he
doing?" B: "He's dancing the cop away." =^= D: ← ← ←

*→ the pistol disappeared from his hand.

*→ A few frames nothing of the driver looking timid, then staring right at Retard.

Adam Lanza 10.

WRITING

1

"Yippyyyyioooo"! I yelled as the bus got closer to Atersens zoo. We were on a field trip. Me my classmates Joe, Tom, and Frank and our teacher Mrs. Pencil were there. Then the bus arived at the zoo. The dirt on my feet felt good after a thirty minute ride there. The animimals smelled like roast beef and hey mixed together. I heard an animal kicking the cage. Then it broke out. Then it standed on two legs. I let out the monkeys and red wolfs. I tried to look at it but it was

2

to fast. Then I saw a tiny horn on its head. Then I saw another horn on its head. Then two monkey riding a redwolf past by me. Then the monkeys were starting to run out of the zoo. Then I picked up a rock and threw it at it. Then it ran after me. Then it turned its head to five monkeys and said, "BAA! BA! BAAA!" Then the monkeys threw rotten bannanas. Then they ran out of bannanas. Then the thing ran away. Then Frank and Joe traped it in a corner. I gasped. All that trouble

3

came from a little goat. It said "BAAAAA"! Then it bit Frank. Then it ran away. A monkey jumped on it and then the goat stopped. Then it sounded like the monkey made a speech. It said "OOO AH EEE OO AHH EEE EEE"! Then all the monkeys hid in the trees. the red wolfs hid behind things. We went together to talk. "Lets split up" said Frank. "OK" said Joe. The zoo keeper was eating an banana. Joe asked if he could have it. He gave him it then Joe ran to the trees and monkeys hoped out

4

of the trees. They chased him to thier cage then the he threw the pann and into the cage and closed it. Then he saw Frank holding a mouse in front of the red wolfs so they would chase it into the cage. It worked. Then we all met and saw the goat sleeping. We told the zoo keeper what to do with it. He did not want this to happen again so he sent it to a farm. We got back too the bus just in time. I remembered when it got out of

5

the cage and broke the other animals out too. "I hope I never go to a zoo again" said as the bus drove to school.

10

8 4/27/01

Name Adam

You find a time machine in the cellar of your school. You go inside and it takes you to a time long ago. Tell what it is like there, a problem you encounter, and how you get back.

When you write your paper, be sure to:

1.) Tell your story in the order things happened.

2.) Include <u>who</u> or <u>what</u> your story is about.

3.) Include <u>when</u> and <u>where</u> your story takes place.

4.) Include DETAILS. (Describe key settings, characters, and/or objects)

Writing to a Prompt

Setting

description from the prompt — when / where

My own details

Character:

describe feelings, looks, ways of doing things

what character is doing ~ why

Main Event		
What Happens	**How Character Feels**	**Descriptions**
1	1	1
2	2	2
3	3	3

Ending

Writing Assignment

I was so bored in the classroom. So I asked if I could go to the bathroom. I ran to the cellar instead and found a thing. It was reddish and smelled like gym socks. I went in the door and inside I saw a huge giant time machine. I said cool. I pressed a green button and then it shook. I went out and I saw a raptor. It hissed and ran away. I noticed I was in the dinosaur days. It was hot and steamy. The trees were droopy and bent. I did not like it here.

Writing Assignment

so I want back in
the time machine and
typed in 2001 AD. Then nothing
happened. I figured out it
only went in the past.
This would cause a problem.
I walked to the treehopping
a dinosaur would not eat me. I did
the wrong thing because
there was a [illegible]
scary herd of raptors. I
ran [illegible] until [illegible] a [illegible]
were the [illegible]
I ran until I bumped into
a cliff. There was very little
climbing spots but I
climbed it anyway. When
I was at the top I

Writing Assignment

saw a blueish thing.
It smelled plesant. Then
I noticed that it looked
like the time machine I
took to get here. I went
in the door and typed
in 2001 AD. Sure enough it
took me to the school
basement. I ran back to
class and remembered that
the redish time machine
was still in the past.
I ran to class and no one
was there so I would
miss tomarows recess doing
what I missed.

STOP

Adam [illegible]

My family and I went to a beach in New Hampshire for summer vacation. I was excited when we got there. I was bouncing on the seat, but my mom told me to stop, because we were in the car still. I was skipping with joy when I got out of the car. I wanted to go swimming right away, but then my dad said we had to get unpacked. New Paragraph I ran into the hotel and was heading forward the rooms, but my brother said we had to check in. I was waiting, and waiting and waiting to go to the room. After about ten minutes we were checked in. It was no more then a second to get out of my chair. I was bored waiting for my family to get to the room. Finally ~~my family~~ we were at the room on the third floor.

When my dad opened the door I jumped on the bed. I was about to turn on the television when I remembered I had to help unpack.

~~Then~~ Finally my dad said we could swim. I ran into the bathroom knocking my brother on the bed. I put on my bathing suit and ran to the door. When my dad and brother were finished getting into their bathing suits we went out. I ran into the water and it was cold. I jumped into the sand. My dad was angry because they were still crossing the road. When we put our blanket down on the sand we jumped in the water. I got used to the water but my head was not use to it until a wave went over my whole body.

It was good to be in the water. I went out as far as I sould until I could not go anymore. I was calm and was looking for my dad. When I turned back around a two foot wave

was coming. I tryed to swim away but my feet were too close to the ground. I had to go as fast as I could run. I was close to shore when it swallowed me. I had a face of mud and a mouth full of water. I opened my eye that was clean and walked to the towel. I spit out the water and dried myself off. I noticed mud all over my shirt and bathing suit.

I went back to the water and washed off. When I got in, my dad yelled, "Time to go Adam!" He was at the towel. I walked up to the towel and dried myself off. I put my shoes on and walked to the hotel.

It was late so we went to the restaurant. I got pasta ~~and~~ with ~~pashahen~~ parmesan cheese sprincled on it. I drank ~~milk~~ water and soda.

When we were done eating we went to our room and went to sleep.

The next day I was woken by the tv. My dad was watching it. I said to turn it off and leave it off tomorrow. I walked into the bathroom and got changed. I came out of the bathroom and my brother ran in knocking me on the bed. After he got out we got breakfast. When we were done I ran upstairs and jumped on the bed to watch TV.

After an hour my dad said "Let's go to the arcade." We had tickets from a year ago so we went. We played a card game and slot machine game. We had about 3,000 tickets by then. We had no quarters left so we went to the bank and got quarters for ~~tomarrow~~ the next days.

We went to the card and
slot machine games and finally
got 10,000 tickets. We ~~got~~ won a
giant Pikachu and Huzkee
at the counter. We went to
the car and drove away,
but this time I was happy
leaving because I got
things to play with on
the way back home.

It seemed dark when we walked out of the arcade. I said, It's night time. When we walked to the hotel my dad explained how the bank inside worked but I still couldn't understand it. We went to our room and got mom then went to the buffet. I got pasta and a salad and cookies and chicken fingers. It was all delicious. The next day I woke up by the tv. I was furious with my dad. We got packed because we were leaving today. I begged if we could stay but we left. It was fun and I will have more fun next year. Then we stoped in front of the arcade and my mom let us go it for a while.

I went out and saw a raptor. It hissed and ran away. I noticed that I was in the dinosaur days. It was hot and steamy. The trees were droopy and bent. Then I noticed something behind the trees and rocks. It felt like time slowed down. I took step by step by step by step. Then I saw one huge and one a good size. Then I saw that they were a T-rex and stegasauras! I ran and ran and ran and ran. It felt like time speeded up. I climbed up a cliff but gulp. I was to slow. I was in the T-rexes tummy. Then I saw a blueish thing that smelled plesant and looked like the other time machine. I went inside and pushed a purple button. Sure enough I was in my time.

10

Adam Lanza 5/18/01

I was walking in the park. It was just an ordendry day at an ordinary park in an ordinary town. Then I saw something on the ground. It was green with 3 yellow spots, two pinkish-blue stripes, and a yellow happy face on it. Suddenly it burst open and a purple spotted, flopped eared, skunk tailed, with wings, happy face came out. [Then I noticed this place was not ordinary.] It said want to play. It said oinky-oink. I took that as that it was hungry. I took an apple off an apple tree near by and gave it to it and then it grew legs, but the legs were red striped and blue. Then I said again want to play, then it said oinky. So I told it to follow me.

Then it did, but, it, tripped
I came back and said
are you okay! It was starting
to get scarred for some
reason. because It let out from
its [illegible] noxus gas. It was
greenish-black. It smelled horrible
It passed and lucky for
me I did not faint. Then
I brought it to the
swings. It sat on one and
I pulled out of my pocket
a 3 inch cracker. I fed it
it did it grew purple arms
I thought of a name
for it. I came up with
Happy because it was
a happy face. I said, hold
on to the swing and I
pushed. It was holding on
to the seat but I don't
blaim it. Those chains to
hold onto could even
break through dimand.

Then I saw geese. they swooped down and said that was there kid. I had to belive them. They were blue spotted green striped, red beaked, purple eyed, black winged geese. Then I noticed on their beaks was a happy face. So they were its parents. They took it and the happy face said oink. Then they thaught about how geese could talk like a pig but they did use to talk like pigs, because the happy face did oink.

May, 4, 2001

Dear Calylah

My favorite color is silver.My favorite animals are hamsters,mice,rats,gerbals,and any other small furry animals.I have one pet.It is a hamster.My hamter's name is Skippy.He is white on his belly,brown on the back and face,has black beedy eyes,and sharp nails.

Stephanie is in my class.My friends are Ben,Kevin,Kevin,Kevin,Kevin,Bryan,and to much to name.after school I do my homework for 30 minutes-1hour, then I play legos.

In summer I play sports.I am 9 years old.How old are you? My birthday is April,22,1992.When is your birthday?I like soccer too but I am sighning up for baseball this year.What do you do on weekends?

From,
Adam

April 27, 01 Dear Caitlin,

My favorite color is silver. My favorite animals are hamsters, mice, rats, gerbals, and any other small furry animals. I have one pet. It is a hamster. My hamster's name is Skippy. He is white on his belly, brown on his rear, back, and face. Has black beedy eyes and has very sharp nails.

Stephanie is in my class. I like most music but I do not know what kinds they are. My friends are Ben, Kevin, Kevin, Kevin, Kevin, Bryan, Bryan, Brandon, Gary, and much more. After school I do my homework for 30 mins - 5 hours then play with my legos.

In summer I like to do sports and explore my woods. I am 9 years old. How old are you? My birthday is April 22, 1992. When is your birthday? I like soccer too but I am signing up for baseball this year.

It is 90 degress above here. I turned nine two days ago and I did not have much fun because of the heat. How hot is it there? What do you like to do on the weekends?

Sincerely,
Adam

May, 3, 2001

Dear Mrs. Tabler

Thank you for coming. I had a lot of fun with the animals, but I was tired after the nature walk. I really liked planting the plants. I named the plants Pickles.

From,
Adam

April, 27, 2001 Dear Caylah

Hi again. My favorite color is Silver. My favorite animals are rodents. I have one pet. It is a hamster named Skippy. He is white on his belly, brown on his back, rear, and face. He also has very sharp nails, and black beedy eyes.

Stephanie is in my class. My friends are Ben, Kevin, Kevin, Kevin, Kevin, Bryan, Bryan, and much more. After school I do my homework for 30 minutes to 2 hours then play with my legos.

_{: .sr-only}

Name adam [illegible] April 24, 2001

Writing

Under each insect write as many descriptive words as you can think of to describe how it looks, acts, moves, sounds, feels, etc.

Caterpillar	Butterfly
long	colorful
colorful	pretty
slow	hyper
small	[illegible]
squirmy	fast
eats slow	eats little bit
eats a lot	eats [illegible]
waddles	drifty
squishy	body [illegible]
[illegible]	wings [illegible]
bumpy	flat
fuzzy	sounds like [illegible]
ticklish	graceful
scrony	swifty
slimy	almost dances
sticky	flashy
snaky	camoflodge
[illegible]	deceptive
[illegible]	soft
hairy	face on wings

1. He was the size of an ant. I was frying and was having very little air in my lungs. Then I noticed what happened.

A. It was hot and my water was evaporated. The paint was peeling of the wall. Then

There were potions and formulas left and right and needles. I was terrified.

10

Name adam Lamya

BUILD SUSPENSE...

REMEMBER: One of the best ways to hold the reader's interest is to add 3 or 4 suspenseful sentences building up to the main event.

- Use the "magic of three"
- Continue to build suspense by using word referents
- Use the main character's thoughts and feelings to raise story questions.

Read the discovery at the bottom of the page. Then, on the lines above the discovery, put the main character (Glenn) in the setting (hiding on the pirate ship) and write at least 3 or 4 suspense building sentences that lead up to the discovery! Have fun with this! ENTERTAIN! Make the reader DYING to know what's next!

Glenn was hiding on a ship
He smelled a smelly
odor. He went to an old
storage room. He heard
wood clomping. Glenn was
scared. He heard yo ho ho. Then
it got. Then he heard a
squack! Then he heard a bottle drop.
Then he opend the door it came from
then opened it.
Then he heard, "argh matey have any beer"?

Glenn held his breath. There on the deck stood a mean, nasty pirate!

2. the roots hold the plant in the ground so it can live.

Then the pirate said, "walk the plank". Then the parot said, "walk the plank.," "squack," "walk the plank," squack. Then Glenn noticed the smelly odor was the pirate. He was wearing a pink and red robe and a hook for a hand with two peg legs and one eye patch. The parot was green with one eye patch. Glenn felt like he would faint. His heart was pumping blood faster then a race car half speed. Glenn was more scared then a fish when someone steps in the water. Then the pirate said, "if you don't have any beer to give me then walk the plank." Then suddenly the pirate took out a mighty sharp stick. Then Glenn said, "OK!," "I'll walk the plank! When he said walk the plank he sounded like the parot. Then the pirate poked Glenn with the stick. Then Glenn said, "**OK!**," "I will not make fun of the parot!" The pirate made him walk the

plank. The water was cold. The water got warmer and bubbles popped up. Then the water was hot and the bubbles were as big as an ear and something was tickling his toes. Then he kicked it. Then it came out of the water. It had humungus killer teeth, with a gray fin. It looked about seven foot five and its fin was a foot long. It was a shark. He dived under the water and got up behind the the shark and kickicked it in its rear. It was mad but Glenn managed to swim past the shark to shore. Glenn remembered when that nasty pirate made him jump the plank wh he ran home. He hoped he would never get into somthing like that again. He felt good inside for living. He desided to stay home for a week and never go to the sea again.

2.

2. The stem holds the plant to the sun. It is strong so it can face the sun.

1. There is also the leaves. 2. leaves make food. 3. They make food by the chlorophyll and by energy. 2. Chlorophll is good for the plant's food. 3. The chlorophll is the thing that makes the leaf green and it helps make the food for the plant. 3. The sun keeps the chlorophll on the leaf so when the sun goes away in the winter time the chlorophll goes away and it shows the plants true color. 3. Water brings nutri the to the plant.

~~Main Queen~~

December-7-2000 to December-13-2000

~~Dear Grang~~ Dear Granig how are you? I am fine. Me and Ryan got hamsters. Mine is called Skippy and Ryan's is called Rick. They are very fuzzy.

~~Do you have an imaginary pet like Nand does?~~

I think we are coming soon. I think it's the 27th. I wish you were here because I miss you. Write back and have a stupendus Christmas.

← Turn over

We might make another snowman cotage in the bushes again.

Is your hill overflowed with snow again?

love, Mom

At school we made alphabet books. Me and two of my friends were making a alphabet book about Vermont. I liked coloring the book. One kid made a cow next to a icecream store and I colored the cow brown so it gives out chocolate milk. Did you know in the summer time in Vermont on on the tops of the mountains there is 100-125 inches of snow. I wonder if it would be 200-225 inches of snow in the winter time.

to evacuate. In tornadoes it's safer to be inside a building on the lowest floor or in the center of the house. If you are outside find a low spot to lay down and cover your head.

January 3, 2001

Dear Mrs. Quintan,

The most exiting thing I
did on my Christmas
vacation was play in
the snow on January
1st 2001. I was eating my
breakfast when my Dad
was blowing my sled
up. It was the kind of
sled you blowword air
in. Then he put a rope
on a handle so he could
pull me around. I got
dressed and went
outside. ~~We t~~ my brother
and my Dad went
kind of out ~~two.~~ too We tried sleding
but the snow was
to soft. Then my Dad
pulled me on the string
so that made a path so
when we went sleding
we could go on

the path and be fast
I got bored of sledin
and went to a giant g
pile of snow. My dad
dug four holes and
then I built the rest.
I dug a secret
hole in my fort
and put snowbales
in it. Then to make
it secret I made a
thin wall of snow
around it. Then my
brothers friend came
over. Then we got icicle
down from the roof
and my brother and
his friend ate them
but I put them in
my storage. Then
we worked on our
forts then went
inside.

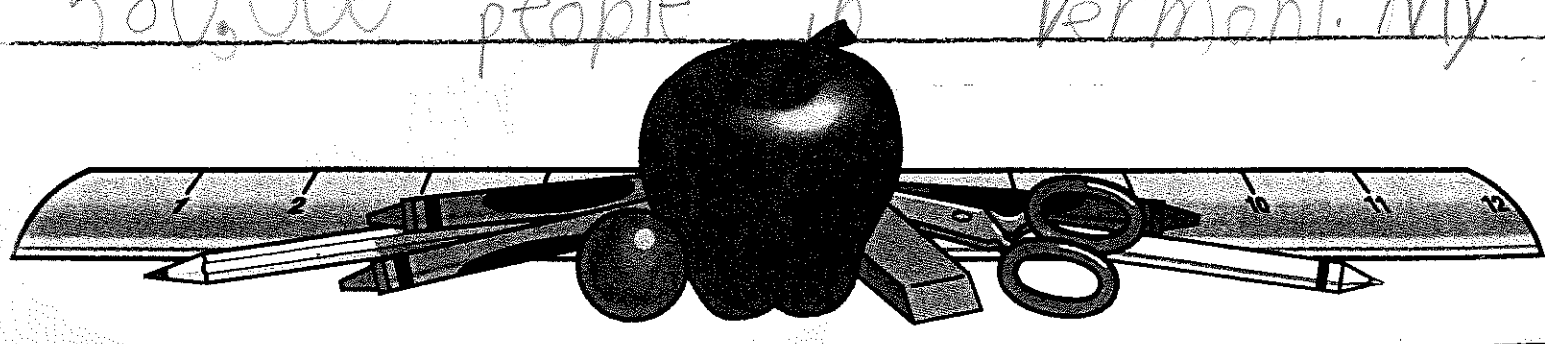
from,
adam

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

32 Yogananda Street
Sandy Hook, CT 06482
December 19, 2000

Dear Grani,

How are you? I am fine Ryan and I got new hamsters. Mine is named Skippy and Ryan's is named Rick. They are very fuzzy. We are visiting on the 27th. I wish you were here. At school we made alphabet books. ~~Me and two of~~ Two of my friends and I were making an alphabet book about Vermont. I liked coloring the book. One kid drew two-hundred heads for population but there are really 580,000 people in Vermont. My



other partner made a cow
next to an ice cream store
and I colored the cow
brown so it gives out
chocolate milk. Did you know ~~in the~~
~~mountains ien summer time in~~
~~Vermont~~ on the tops of the
mountains there can be ~~is~~ 100-125
inches of snow? ~~I wonder if~~
~~it would be 200-225 inches~~
of snow ~~in the winter~~
~~time.~~

Is your hill over flowing ~~over flood~~
with snow again? We might
make another snowman cottage
in the bushes again.

I will see you December 27.

Love,
Adam

Hurricanes travel slower than tornadoes.

Hurricanes and tornadoes both cause damage. People can die in each storm. They both can knock lots of houses and buildings. The winds of both storms can pick up cars and trees, a send the flying! every year hurricanes and tornadoes destroy lots of property. It's important to be safe in these storms, but there are different safety rules for each. In a hurricane listen to the warnings on the radio and t.v.. Check flashlights to be sure they work. Have canned food, a supply of fresh water and blankets. Be prepared

Adam Lanza

Hurricanes and tornadoes have only two ~~things~~ characteristis in commen. They both have spinning winds. Also, these storms can change diretion.

However, these storms have characteristis that are different. Hurricanes are formed over oceans, but tornadoes are formed over land and during thunderstorms. Hurricanes season is from June to november. Tornadoes usually occur from April to June but can form in any month. Hurricane winds spin from 74 mph. to 180 mph. However a tornado's winds can be up to 300 mph..

~~Harricanes travel slower~~
~~than tornadoes~~

1. topic + number
  2. detail
    3 support
  2 detail
    3 support

→ [1] plants have - 4 parts
  [2] roots
  [2] stem
  [2] leaves
  [2] flowers.

→ [1] roots - 3 jobs
  [2] hold in place
  [2] take in water + minerals from soil to stem
  [2] Store food
    [3] give examples

→ [1] Stems - 2 jobs
  [2] hold up leaves + flowers
  [2] bring water + food to all of the plant

→ [1] leaves - 2 jobs
  [2] make food
    [3] tell how
  [2] give oxygen.

→ [1] flowers - 1 job.
  [2] make seeds.
    [3] pollination
    [3] fertilization
    [3] fruit

Writing an expository piece: Using power paragraph model. Each main idea sentence should have the topic word and a number. Every sentence after the main idea should elaborate it.

10

Adam Lanza

~~There~~ 1. There are four main parts to a plant. 2. One is the roots. 2. A root gives food to the stem. 3. It sucks the water and minrels out of the ground. 2. The roots give food to the leaves. 3. The roots take nutrition out of the ground and feeds it to the leaves but they only need it when they are little. Hold in ground

1. The stem is another main part of a plant. 2. The stem ~~takes~~ Carries & water ~~nutrition out of the ground and feeds~~ it to the other parts of the plant. 5. It takes water and minarels and feeds it to the plant so it can grow.

The nutrition

The stem carries it to the other parts of the plant

3. Air goes into the tiny holes and oxeg en goes out.

Last but not least is a flower. 2. A flower makes seeds. 3. To make a seed it has to be pollenated. 3. If you fur ti liked a plant it will be healthy so it can make a healthy flower. when a apple falls down the seds inside eat the apple and grow.

1. One more part is a seed. 2. A seed grows a embryo to start a plant. 2. A seed does not need sun. 2. The seed has a coat to protect it. 2. The seed eats its stored food.

9-28-00
10.

The Funny Zoo

One sunny day. I was going to Atersens zoo. It was year 2005 so we had a turbo jet bus. Me my friends Joe, Tom, Frank and our teacher Mrs. Pencil were on the bus. Then we got there. We saw Lions, Monkeys, Wolfs, Tigers, Rabbits, Bears, Fish, and Girafs. When we got to The goat cage the lock came loose. The Goat ran out of the cage.

The goat got on two legs and let out all The animals exepted for the lions, and Tigers. Every animal ran out of their sage. The bunnies got cought in a corner of the hey maze. Then the hey fell because the monkeys rambed thier heads into the hey. so the bunnies had to get food but the people were to busy to find them because

of all the animals running around. Me and Tom tried to find were the bunnies were. Joe and Frank tried to Find the animals that were mean, like alligators. Then For no reason at all aliens flew thier ship over the zoo. We were getting tierd and went to the snack place in the zoo. But there was nothing there because of the animals. Then I found a rope when the

animals were caught. But the bunnies were not found. Then the alien ship flew by so Frank got the rope threw it to the alien ship and held on and went up then let go. He said he saw the bunnies then They found them. since we helped find them Then we left happily ever after. and got to find the bunnies. They gave us a pass to come there any time we wanted for free

Adam Lanza

COMPOSITIONS 10

Name Adam Lanza

School sandy hook school

Grade Third

WRighting Journal

CLASS PROGRAM

NAME ________________ ADDRESS ________________

SCHOOL ________________ CLASS ________________

		PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7	PERIOD 8
TIME	FROM								
	TO...								
MONDAY	SUBJECT								
	ROOM								
	INSTRUCTOR								
TUESDAY	SUBJECT								
	ROOM								
	INSTRUCTOR								
WEDNESDAY	SUBJECT								
	ROOM								
	INSTRUCTOR								
THURSDAY	SUBJECT								
	ROOM								
	INSTRUCTOR								
FRIDAY	SUBJECT								
	ROOM								
	INSTRUCTOR								
SATURDAY	SUBJECT								
	ROOM								
	INSTRUCTOR								

9¾ in. x 7½ in.
MADE IN BRAZIL

I would like to learn mare about Jausequ. so far I learnd he is nice and polite. He kind of looks like my brothen

9-1-00

Once a kid named Daniel Beeks got made fun of because he ate fast and he was a little dirty. People called him a pig. He felt sad because about only 4 people liked him. So he ate more and people made more jokes and he ate more and more people made more fun of him. now he felt really sad. But he didn't care what they said because it was not really true. So when people made fun of him he didn't care. So now instead of being sad he was happy.

9-8-00

once my brother wanted a hamster so I wanted one. I keeped asking for one. Then my Mom or Dad promised I could have one. We went to the pet shop and bought a Brown and white hamter. Now I am really happy because my Mom or Dad made a promise and got a cute hamster. Now that promise turned into happiness for me and my Hamster.

9-13-00

What I Want More Then Any Thing Else

I want a farm more then anything else. I have a hunger for taking care of animals and planting. I wan a farm because it will make the animals happy. the plants would be happy and I will be happy. My Mom knows I want a farm. So she let me buy 10 plants and let me have a garden and bought me a cow thing that I can stick into the soil. My mom also bought me pots so I could plant them on the porch. Right now I fell like I own a farm right now.

9-14-00

What I Did On Saturday

When it was saturday I watched TV then I went outside to play with my dad. First we played basket ball. Then it drizzld a litte. We were in the garage. Then we did a army of chalk. My dad made funny things. Like the Silly bomb. It looked like a baby head. Then my dad plaed Basket ball when I was still playing chalk.

9-15-00

~~When I did my homework once I needed a nonfiction story.~~

My Mom said, "Do you need help?" I said, "I need a nonfiction story for my homework. Can it be anything?" I asked my mom. I said yes. Then my mom told me the story about Jim. When my grandma was little her parents adopted a twelve year old boy named Jim who was from Canada. My Grandma and Jim went to a place to buy a christmas tree. My grandma said to Jim we will trim the tree tomarrow. When it was early in the morning Jim

X X

went outside and trimed the tree. When it was breakfast My Grandma said, lets trim the tree. Jim said I already trimed the tree. My grandma ran outside and the branches were cut off.

9-18-0?

Once I went to my reletives house. He is 15 and his name is Cris. His brother is 12 and his name is John. My reletives house is in maine. We went to his camp. It was very late so we went to bed. The next day my brother Ryan was playing with his things he packed. Me and Cris read a book. John wasn't there because he dosen't really go to his house anymore. Then we swam a little. Then played baseball then had lunch. Then we went to a crystal rock mine. X Then we went to a resterant. X Then we had more fun. Then I had a dream.

My Dad was floating across the lake in a raft. While sleeping.

10-16-?

Eleanor

Once when I was at the beach. I went in the water when it was close to a stastue. I went in and got stuck in the water by the wave going back to the ocean. Then I ran back to the sand but I couldn't. Then a wave came and I ran and ran but it swallowed me. Then I got back up and couldn't breath for four seconds. I was frightened. I couldn't see and I walked onto some

rocks and got a bad cut. Then when I got to my towel I fell and got sand in my cut.

~~Once when I went to the beach I stayed at the Mariot hotel~~

10-17-00

I will be a scream. That is a fake gohst in a movie. I had it last year and it still fits me because last year it was to big but now the mask is too small. I will wear it for Halloween. Last time I wore the mark behind my head because it was hard to breath.

Last year I didn't go out for an hour because I wasn't sure it was Halloween and I didn't want to be emberist. When my brother came back home he had a lot more candy then me. I finished mine before my brother did. He gave me one

X

war head because he didn't eat any of his candy and I ate all of it.

10-18-00

~~One~~ Once when I went to The new Hamshier beach and stayed at a Marot hotell I went to the arcade and got about 2000 points worth of tickets. Then we saw these slot machine that if you won you go coins that are worth about 5 points each. There was a gambling machine that you pulled a lever and if it landed on the same three things you would get a lot of coins. There was also a poka game that you used only your turn once and use the doubles of your cards. When we got

about 1000 points we looked how much points we had in a machine. You put in tickets then it tells you how much you have. Then you push a button then all of your tickets come out. Then since you can't put coins in you put it on a wever at the prize desk. But insted of just passing the coin in we gave the tickets to the prize people and they put all of our points in the storage room and gave us a check.

Then we saw a giant picachu and a giant huskie. They were

10-19-00

Test

The test today was a little hard, Because The proof was a little hard because the supporting made me go back because there could be more information. It was fun though.

10-20-00

Once when I was four we went to a place called Bakie school. I went there on weekends to play on the playground. I went on a tire swing. I wanted to get off when it

10-20-00

~~When I went playing baseball on a beach at the evening and I was with my dad.~~

10-20-00

Once when I
was on a waving
salty beach. I played
baseball with my
Dad and Brother
My brother was
the person that
cought the flying
ball then throws it
at you. My Dad
was the pichure
that threw the
ball. I was
the batter. My
dad threw the
ball. It was
really fast and
straight throwed.
I hit it and
my brother
missed it. He ran
to get it. He got X
it and threw
it at me but
I allready

X

went past base
one two and three.
then it was my
brothers turn to
bat. I was the
catcher, and my
dad was the
pichure. My brother
was on a basball
team called the
Orials so he
could hit it
good. So that's
what he did.
I cought it
but when I
looked he was
at base one.
So I had four
points my
brother had one
point and my
Dad had one.
It was getting

dark and we went
inside our hotel
called Marriot hotel.
My Dad whined like
a baby because he
had no points from
the baseball game.
I had fun that
day.

10-25-00

I am going to be a hamster this year for Halloween. Yesterday my Mom got material ~~because~~ no stores sell hamster costumes. The head of the hamster will be like a hood for my head. There is this Halloween group where you split up with a partner to get candy. My partner is going to be a police man so he may arest me because I will not were a coller.

11-20-00

On Thanksgiving we will buy a turkey and ether foods for the table, my Mom will get peanats for the hamsters and she said she would buy turkeys for the por- people. I will make paper turkeys going cluck. I am going to play pilgroms with my dad then eat. Then I will read a little bit and go to bed. I will wake up and have a little of the food from Thanksgiving. On Saterday I will see the Frinch or Rugrats in Paris because my Dads birthday was on thursday and they ran out of tickets.

this was what we were going to do but we are going to our friends house.

X

11-21-00

At the performace
we sang and sang. I did
not like the people saying
yaaaaaaaaaaaaaaaaaa!
in my ear. I had fun
though. I don't belive
about the thing
about the dolphan.
Other people have
seen the person
who preformed
but I think I was
sick the day they
interduced him.
I had fun making
sighn language. He thwore
a red blue green
and other colers
huwian shirt. I liked
it the most when
he told us
the stories. I had
a lot of fun.

11-21-00

On Wednesday me and my family are going to Masatushets where our friends live. We are going there for Thanksgiving. We will come back on Friday. [illegible] We will be leaving after school at about 3:30 or 4:30 or 5:00. They live in Marblehead.

X X

11-27-00

I was walking in the woods on a camping trip when I heard a ssssssssssssssssssss from inside an old tree.

date date

Letters

Greeting love letter

contact

inform

Body excite

invite

complaint

congratulate

thank you

purchase

Closing

Signature

11-29-0

~~Dear Grani~~

~~I am doing great~~

November-29-2000

Dear Grani, how are you? I am doing great. Me and Ryan got hamsters. Mine is called Skippy and Ryan's is called Rick. In school we are making alphabet books. Me and two of my friends are working on Vermont.

I think we are coming over were you live soon. Has the little fish grown big and happy? write back and have a happy christmas

love,
Adam

In school, we are working on Vermant books. I have two partners. Their names are Robbie and Gary. I am the recerchether but I am doing most of the drawing. We are just about finished but we have to still color a couple pages. It was hard to find Q, Z, Y and X.

November 30 - 2000

Dear Wanda, thank you for the pictures at your house. I like the one when I am with the ducklings. I did not like it when Ryan was casing me.

Thank you also for visiting us. I wish you could of stayed forever. I miss you.

love
Adam

December - 4-2000

Me and Ryan got new hamsters. My hamster is a teddy hamster or a golden hamster. Ryans hamster is mixed between the two of them. My hamster is named Skippy. Ryans is named Rick. I will be having Skippys bithday in about 160 days. Ryans is in 151 days. Skippy is older then Rick but those are when we got them. They are still zero years old. They use to like eachother but they fight eachother now.

December 21, 2000

We are going to go to my Great grandma's house on the 27th. We are going to a sparkily clean humunguse hotel on the 26th. We will be staying there overnight then we will go to the place where there is alot of snow my Gran's house. I saw here on the middle of summer vacation. Every year it has about six or five inches of snow there. I finished a letter to her yesterday. I missed her birthday this year but I will make in on 2001. I hope there is not much ice where she lives but the water is about 22°F in it.

January 2, 2001

narrative

Beginning	characters time place (problem)
Middle	problem events or attempts to solve
End	solution resolution.

Beginning I went to a foot ball game with Bill and Bob at 4:24 pm. ~~The grass smelled like sweaty gymsocks~~ The chairs felt bumpy. I was hearing the crowd cheering. I saw the football fly in the air.

Beginning I went to a cemitery for Christmas. I saw bones that were 50,993 years and one second old. The graves felt like crayon dust. At 12:51 pm I heard rats eating bear bones. The rats smelled like roted pizza with pepporoni on top. Then a big man namaed Fred came and ate the rats and walked away.

January 8, 2001

I ran home from school yelling "yippy, yippy its Friday!" Then I saw my dog Skippy carrying something in his mouth. I ~~scream~~ screamed, "drop it!

on the other sidewalk

1-11-01

Sara was walking through the forest. Then Sara heard feet walking. Pit pit. then she went turned around, nothing. She keped walking then heard feet walking again. Sara ran then stopped then turned around and saw a glimpmece of it. Then Sara walked and turned her head around and was still walking. Then she heared "hello my pretty". "He He He"!

X Sara stopped short. a X strange old woman appeared before her on the forest path.

Catherine jumped
into the water.
Splash! It went.
Catherine was scoobabiving.
Then she saw bubbles.
She went down
and the bubbles
grew even more.
She went down a
little bit more
and the bubbles
were as big as
five golf balls put together.
Then the bubbles
were gone. She saw
a pirate ship and
it looked like there
were bubbles coming
out of it. She
went inside of it.
Catherine's eyes opened
wide at the sight
of the octopus.

she saw two
gold deblunes
under the table.
She went to
the table and
felt furry tenticles.
Then she noticed
the gold were
two large yellow eyes.

1-29-01

This story is about a little girl named Mary.
and a prince frog. ~~Her name~~
[illegible] She kissed the
frog and turned into a prince.

The raskles chased the speeding baseball into the pricklebush.

2-12-01

At fun station I like to go to the video games. when I get there there is a tiny place inbetween two of the games. I turnned to my side and walk through it. There are about twenty-five wires on the floor. I mostly always feel bored with wires and black around me. I like to look at the red wires overlaping the yellow and the loops by them. It is like a secret place so no one is ever there. It is strange with the light and shade mixed together.

It was saturday. I woke up at eight in the morning. I gave Skippy my pet hamster his nutra puffs. nutra puffs are treats for hamsters and Gerbils. Then I played age of Empires on the computer. It is rated thirteen and older but I am alowd to play it because my brother can play it. Then my Dad called me for breafast. I had a banana juice and cerial. Then I wanted to play with my legos but my dad said to do my homework. I had to read chapters 5+6 in the Midnight Foxx.

I finished at 11:03 in the morning. Then I finaly got to play legos but my mom said to clean my room. I was annoyed. I had to make my bed, clean up the marbles that I left outside of my door, untangle the wires for my two controllers for my Nintendo 64s and then take out my garrbage.

~~I woke up on a saturday. I went to the computer and started to play it. Then my dad said, come down for breakfast! I had~~

2-27-01

Last weekend my dad my brother and I went skiing. I went up the lift and my dad and Ryan my brother were on the chair in back of me. When we all got to the top we went down. My brother was going down and there was a tiny invisible jump. It was invisible because it blended in the snow. Then he went off of it and hurt his arm. When we all got to the bottom Ryan said "I don't want to snowboard again today". He stayed at the bottom of the mountain. Then Dad and I went to the mountain again I

I went up on the lift with my dad and Ryan.

"I never want to do it again."

Jacob was going to pick up Sara. There were foxes on the side of the road looking for water. They had faces sadder then a happy face turned upside down. Then something smelled worse than liver and onions. It was buffalos grazing. There breath was smelly.

Jacob saw foxes looking for water on the side of the road.

[I was on a camping
trip in the summer time.]
[It wa 100 degress but]
That wasn't to bad. We
[had to sleep in a
tent and on no bed.] I liked
the food though. Then we
[went home on a
Wednesday. I was getting
use to it too.]

We slepted in a tent
every night.

I could handle the
wether.

I went on a camping
trip with my dad.

I got use to it too.

Chiniese Dance

3/14/01

I thought they did a good job with thier exabilities. I thought they did good with the jumping over and over again. They changed their clothes very fast. It scared me for a second when they threw the ribbons up. I thought they would fall off stage and on to me, because when youre spinning you can not see where you are going and because I was in the first row. I ackedently did the flower hand and the flower hand is for girls. I did not expect her to drop her ribbon. It must of hert Scott when he slid the sword on his neck.

There were five of them. three girls and two boys. Their names were Claire, Scott, Mike and I forgot the rest.

3/15/01

I felt sad. Tears ran down my face like a waterfall. My shoulders drooped. I had a frown on my face. I huggeld myself to keep my fellings.

I felt happy. I skiped with joy. I had a smile on my face. I was crying for joy. I was as happy as a lark. I hopped merrely. I was laghing with glee.

I got mad.? My mouth was straight. My forehead had a [illegible] on it. I clencht my teeth. My face turned red. I had a plircing face.

What's the Big Idea Ben Franklin 4/11/01

by Jean Fritz
illustrated by Margot Tomes

personallities:
- inventive ✓
- kreative ✓
- always thinking ✓
- intelligent ✓
- brave ✓
- patriotic ✓
- head strong ✓
- scientific ✓

He is brave because he ran away as being an apprentice four years before he should've gone away.

Ben is intelligent because when he thought of something he tried to make it easier and quicker like instead of getting out of his bed and locking his door he just needs to pull a string from his bed.

Ben is scientific because he can invent things easily and for fun like the chair that turned into a step ladder.

Ben is creative because the chair that turned into a step ladder is one thing instead of two.

He is inventive because he invented a lot of things like the string hanging from your bed that you pull to lock your door.

Benjaman was patriotic because he was trying to talk to England and stop the Revolutionary War and if the men ran out of ammo he said they should use bows and arrows.

Ben is head strong because when he went back to Boston he went to his master when he was still an apprentice and did [illegible] say that he was sorry since he ran away.

He is always thinking because he made a lot of inventions [illegible] the [illegible]

~~cat~~ 4/23/01

quiet
soft
shy
~~quick~~
short

pointy ears
light dark colors
little eyes
devilish
independent
active
spunky
cuddley
sharp fangs
strong
quick
pounces
lazy
fighters
catterwalls

~~dog~~
loud
playful
quick
strong
soft
friendly
curious
can do tricks

slobbers
fighters
playful
bad breath
good vaccums
protective
thief
chase strangers
ball stealers
painful
puny
large
colorful
loyal
deadly
bitters

4/23/61

I have nine dollars.
I bought 1 pint of super
saver. ~~how~~ How many
1in paint scrapers can I
buy and how much change
will I get back?

nuy: 8

change: 8¢

add: 2.88

change: 1.12

6/14/01

Field Day

When I was off the bus I thought about what we would do. I could not concentrate on what I was working on.

Finally we went to music. It was only thirty more minutes. Then we went back to class. It was time to go.

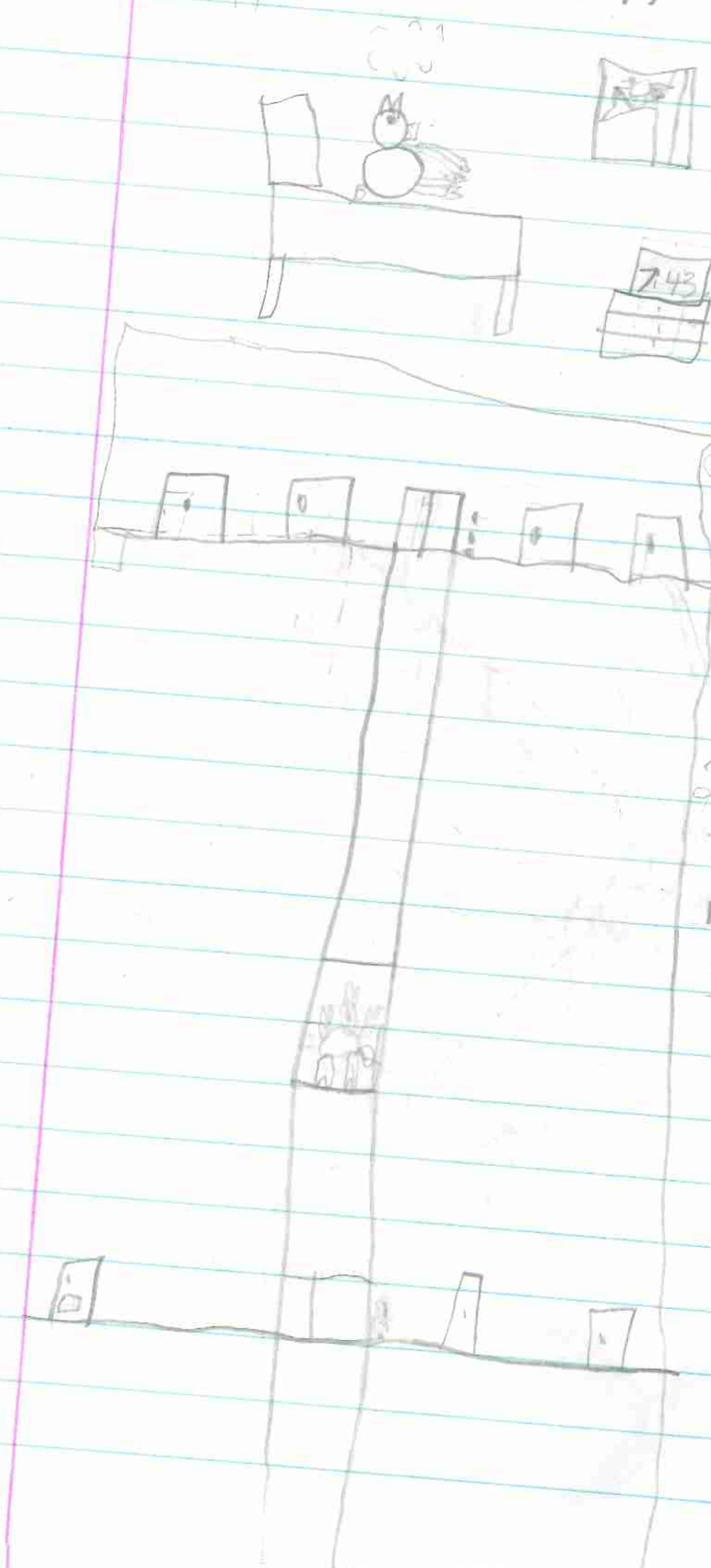
I ran into line. It was long until we went out but, when we did the volintering parents to help tell us rules led us to some hoolahoops. We played a game that we held hands and put a hoolahoop on an arm and tried to make the hoop go 1 time around without letting go of eachothers hands.

I was in the winning team each time we did it. Then we had a contest. Boys and girls were against each other. We won most of the time but, we lost too. The other kids were saying Jeff, Jeff, Jeff, Jeff or Co-by, Co-by.

We did it for a while and the two best people were Coby and a girl.

1

Zippy



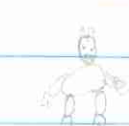
1. Zippy Dippy stayed in the bed too late in his area only to be chased at 7:43.

2. Falling falling? faster and faster, not stopping until splat! you get off.

2

3. Too heavy for the trampoline, Too small for climbing a tree, Too frightened for going down a slide, with some courage he goes down the slide and swish swosh swish shwosh he gets frientered to death.

4. Nothing, nothing, ever to do Zippy Dippy is so very, very, blue.



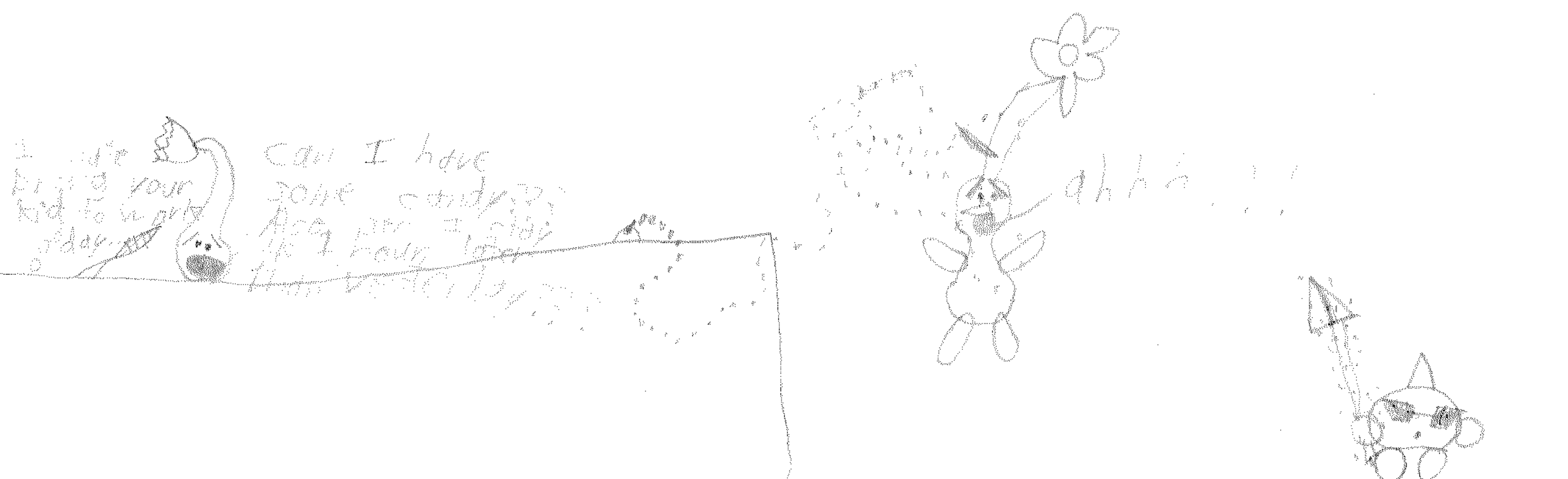
5. Playing with a dog— that's the thing to do.

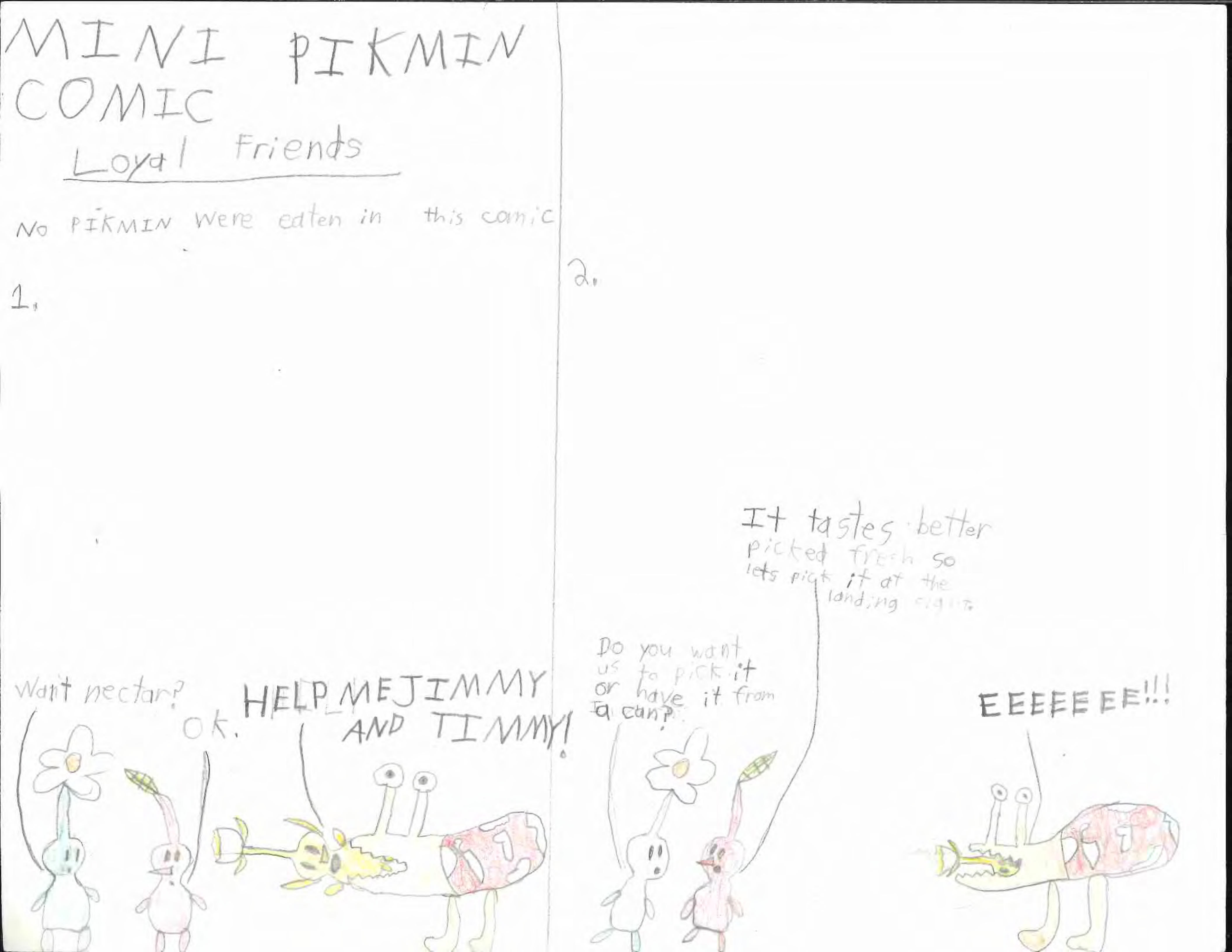
6. ruffferrruff-ruff ruffff-raff-ruff-ruff He goes all day through.

7. Play for years don't be blue this friendship will not be through.

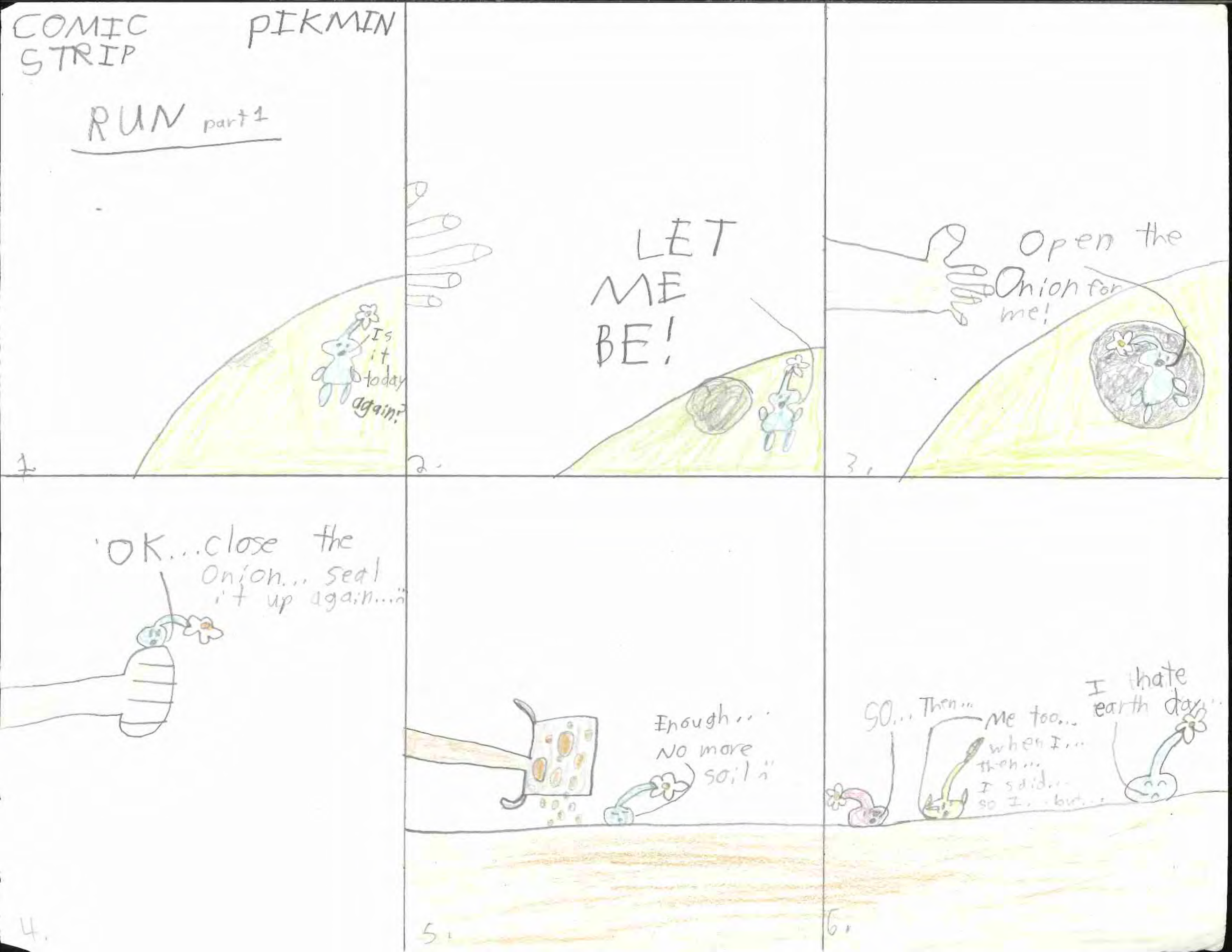
Adam : Yale

W

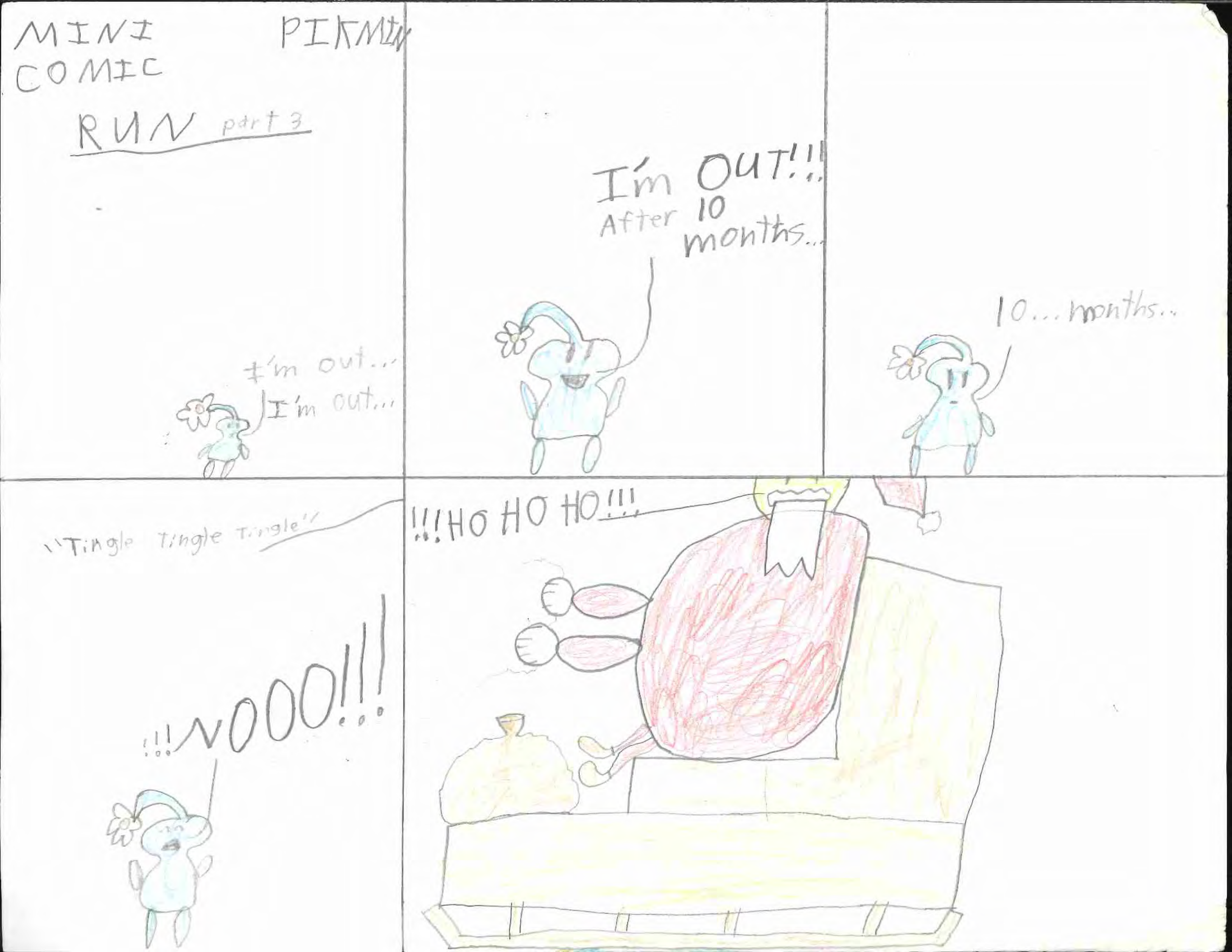

your
kid to work
day.
Can I have
some candy??
ahhh!!!


MINI PIKMIN COMIC
Loyal Friends
No PIKMIN were eaten in this comic
1.
Want nectar?
OK.
HELP ME JIMMY AND TIMMY!
2.
Do you want us to pick it or have it from a can?
It tastes better picked fresh so lets pick it at the landing
EEEEEEE!!!

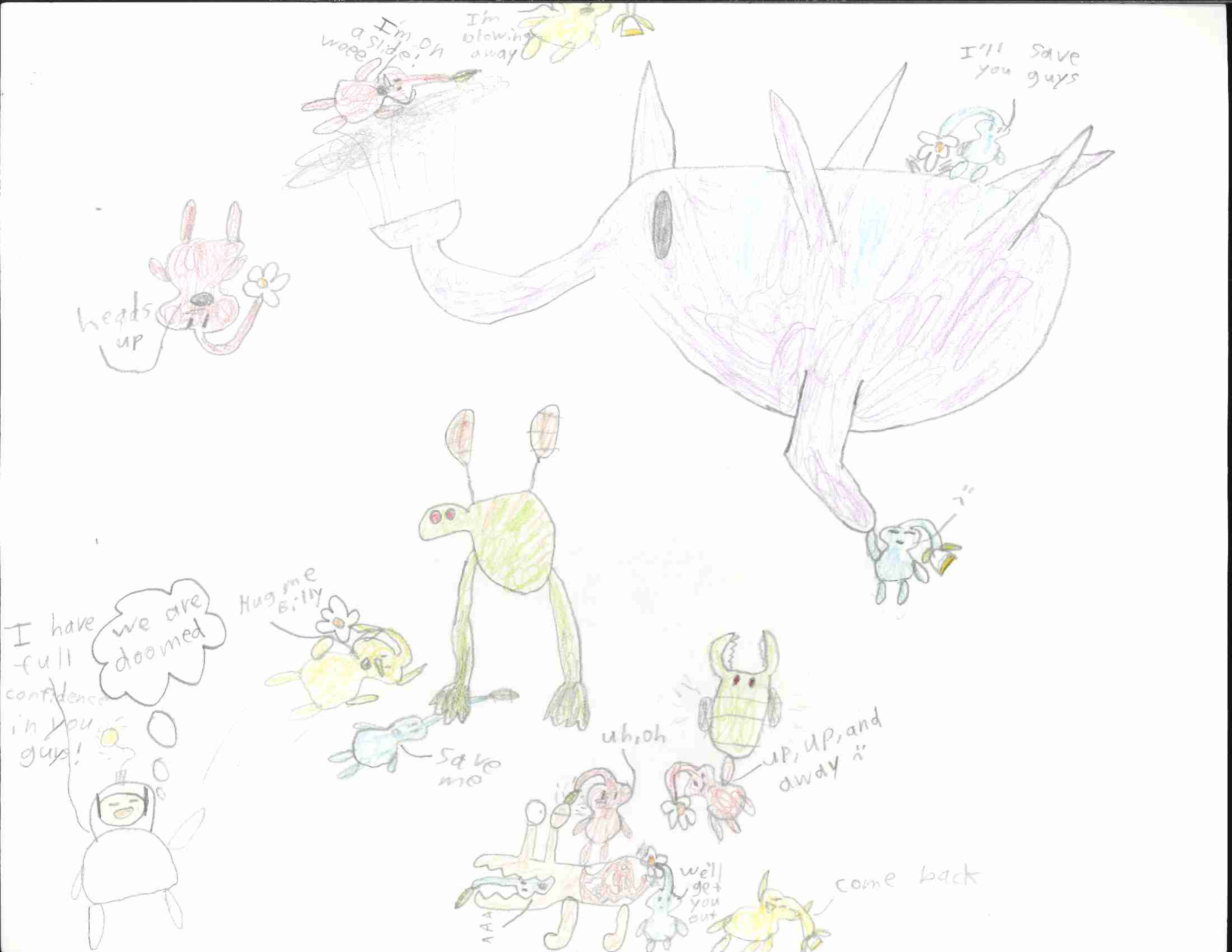
COMIC STRIP
(These are at random size)
PIKMIN
Get Me Out!
1.
ok Captain Olimar! I'm a full grown Pikmin now! So can you pluck me out?!
2.
CAPTAIN OLimar!
3.
Will you pluck me out of here? will ya? will ya? will ya? Oh! while your at it can you get me some water? I'm more thirsty than a Fiery Blowhog!
4.
COME BAAAACK!
5.
....
6.
:(I have to go to the bathroom......

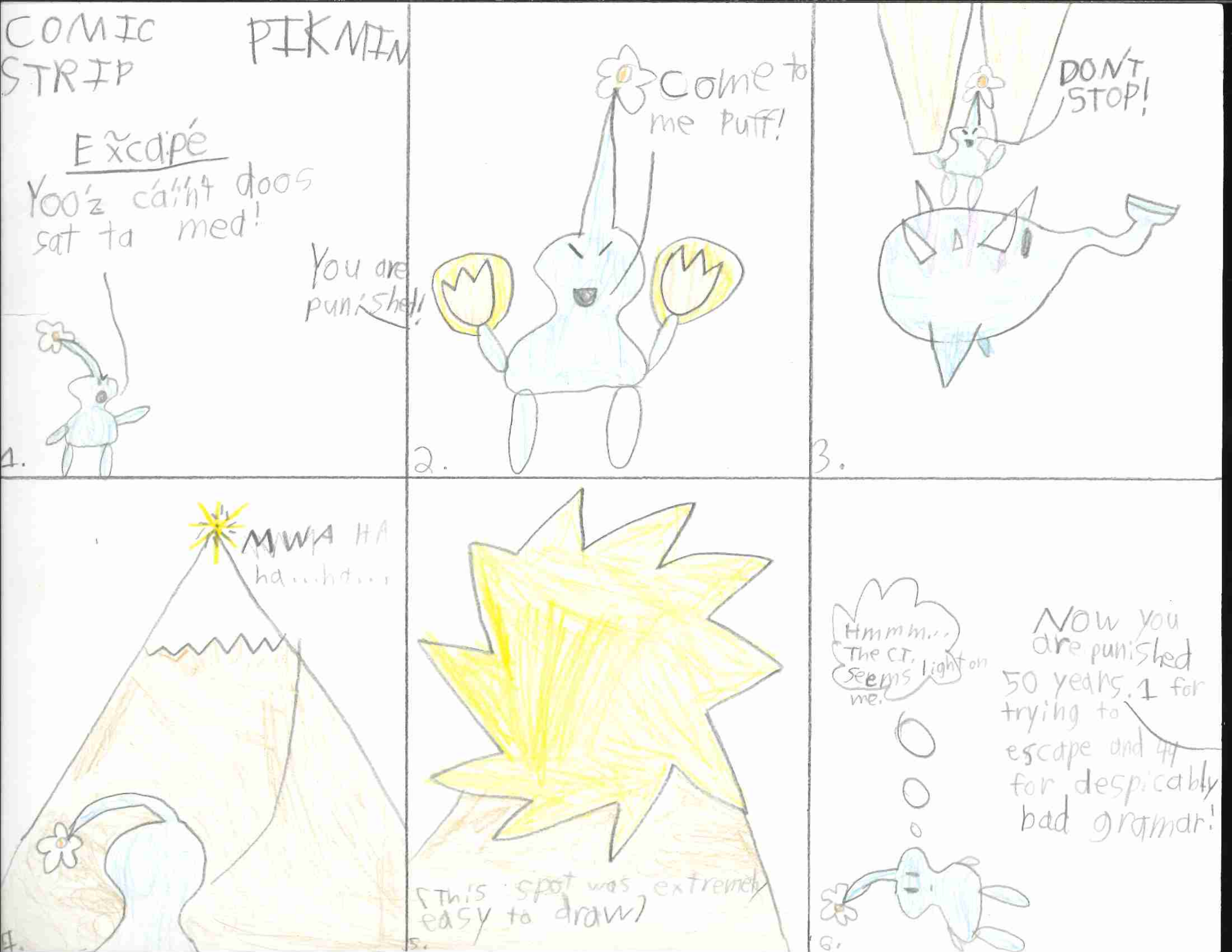

COMIC STRIP
PIKMIN
RUN part 1
1.
Is it today again?
2.
LET ME BE!
3.
Open the Onion for me!
4.
'OK...close the Onion... seal it up again...'
5.
Enough... No more soil.'
6.
SO... Then...
Me too... when I... then... I said... so I... but...
I hate earth day...

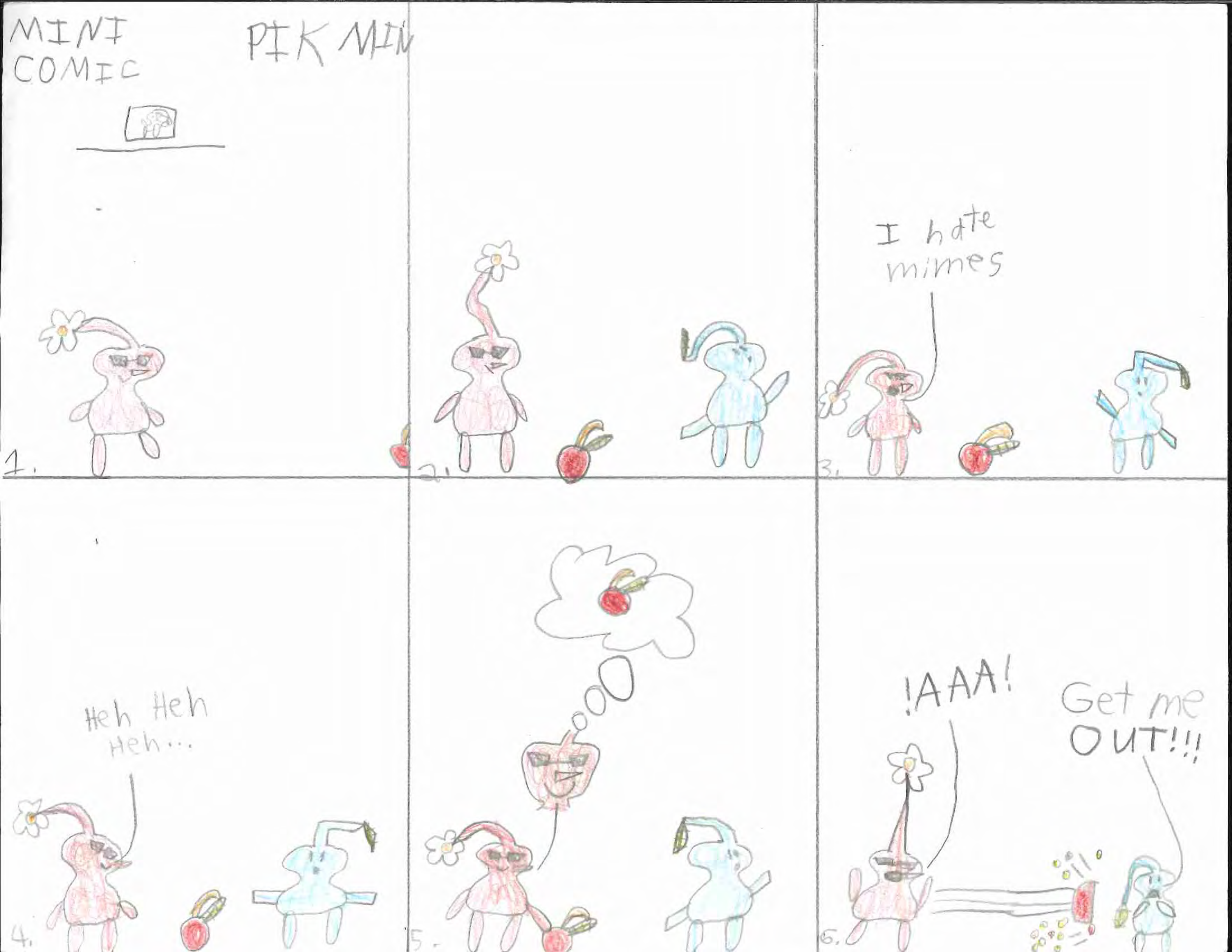
MINI COMIC PIKMIN
The Circus is in Town
Hi! want to be my friend?
1.
!NOT THAT!
2.
ahhhh!!!
3.
WOO hoo ha haa!
I HATE clowns!
4.


MINI COMIC
PIKMIN
RUN part 3
I'm out...
I'm out...
I'm OUT!!!
After 10 months...
10... months...
"Tingle tingle tingle"
!!!NOOO!!!
!!!HO HO HO!!!

COMIC STRIP
PIKMIN
RUN part 2
1.
I'm... Out... FINALY!
2.
It took 10 months to pull myself out but...
3.
10... Months...
4.
I just want to go home!
5.
!NOOO!!!
6.
why... why did it have to be valentines day!?

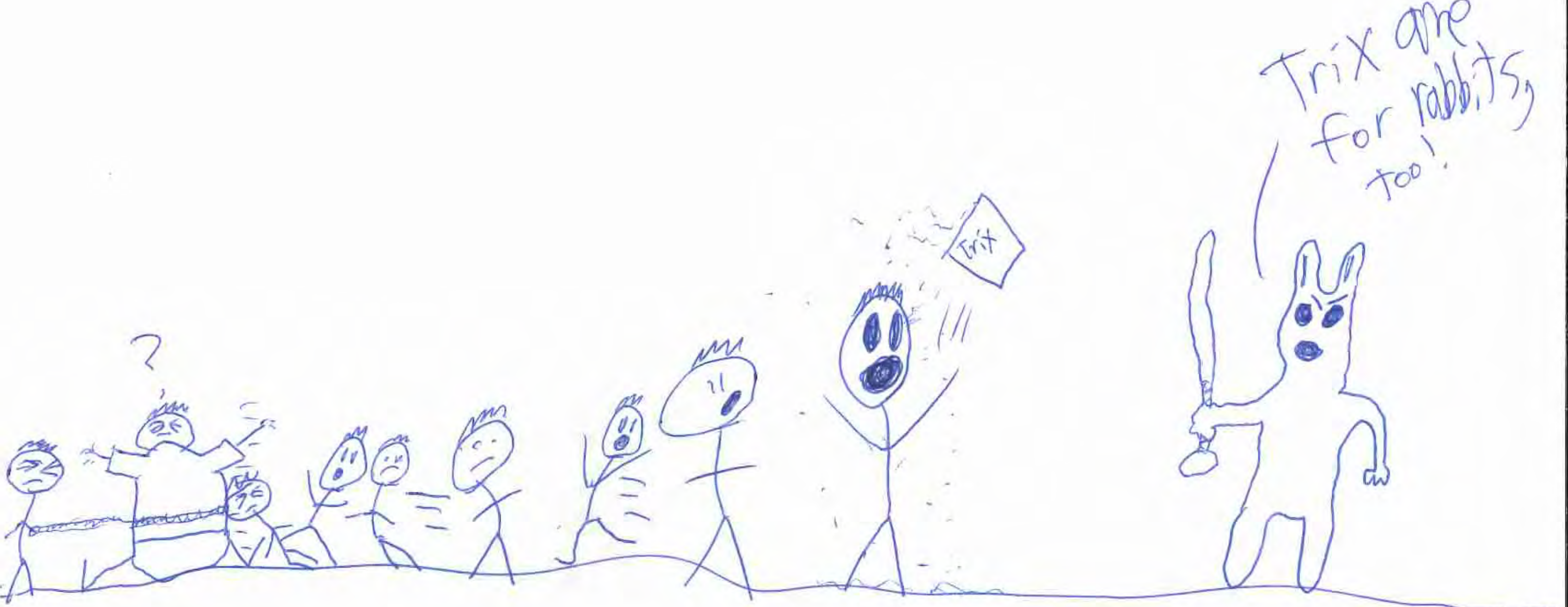

I'm on a slide! weee
I'm blowing away
I'll save you guys
heads up
Hug me Billy
we are doomed
I have full confidence in you guys!
save me
uh, oh
up, up, and away
AAA
we'll get you out
come back

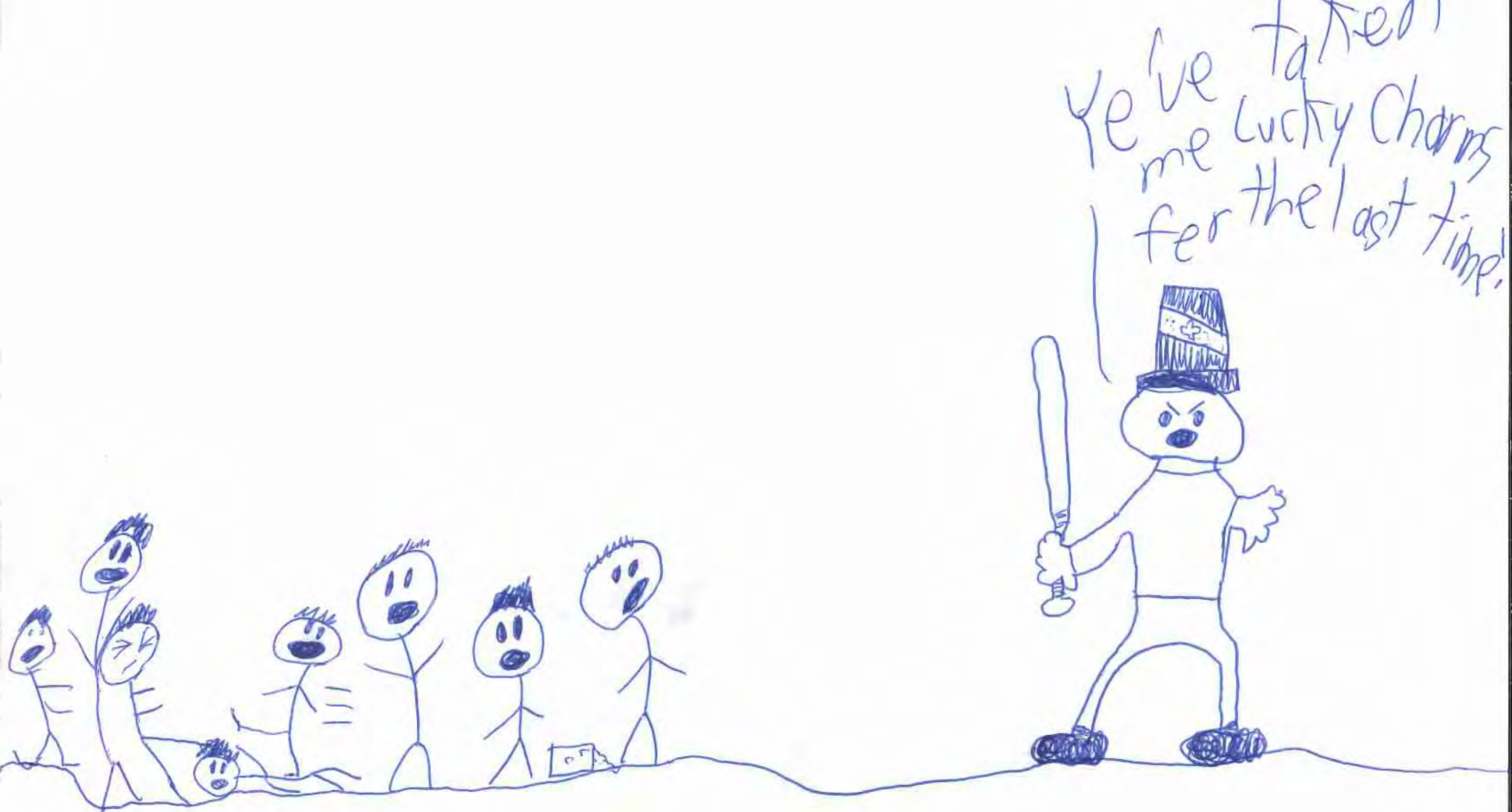

COMIC STRIP
PIKMIN
1.
Excapé
Yoo'z ca'n't doos sat ta med!
You are punished!
2.
Come to me Puff!
3.
DON'T STOP!
4.
MWA HA ha...ha...
5.
(This spot was extremely easy to draw)
6.
Hmmm... The C.T. seems light on me.
Now you are punished 50 years. 1 for trying to escape and 49 for despicably bad gramar!

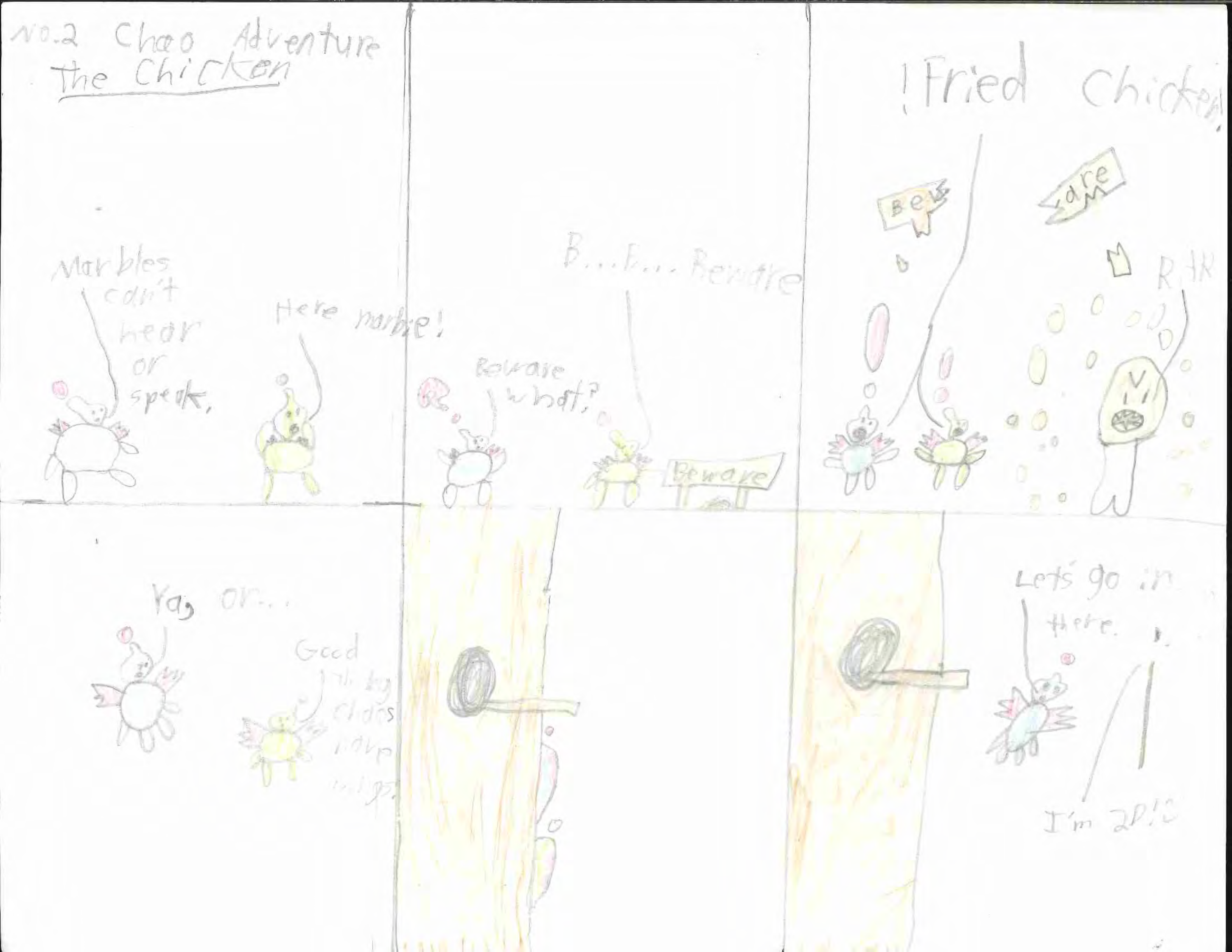

MINI COMIC
PIKMIN
1.
2.
3.
I hate mimes
4.
Heh Heh Heh...
5.
6.
!AAA!
Get me OUT!!!

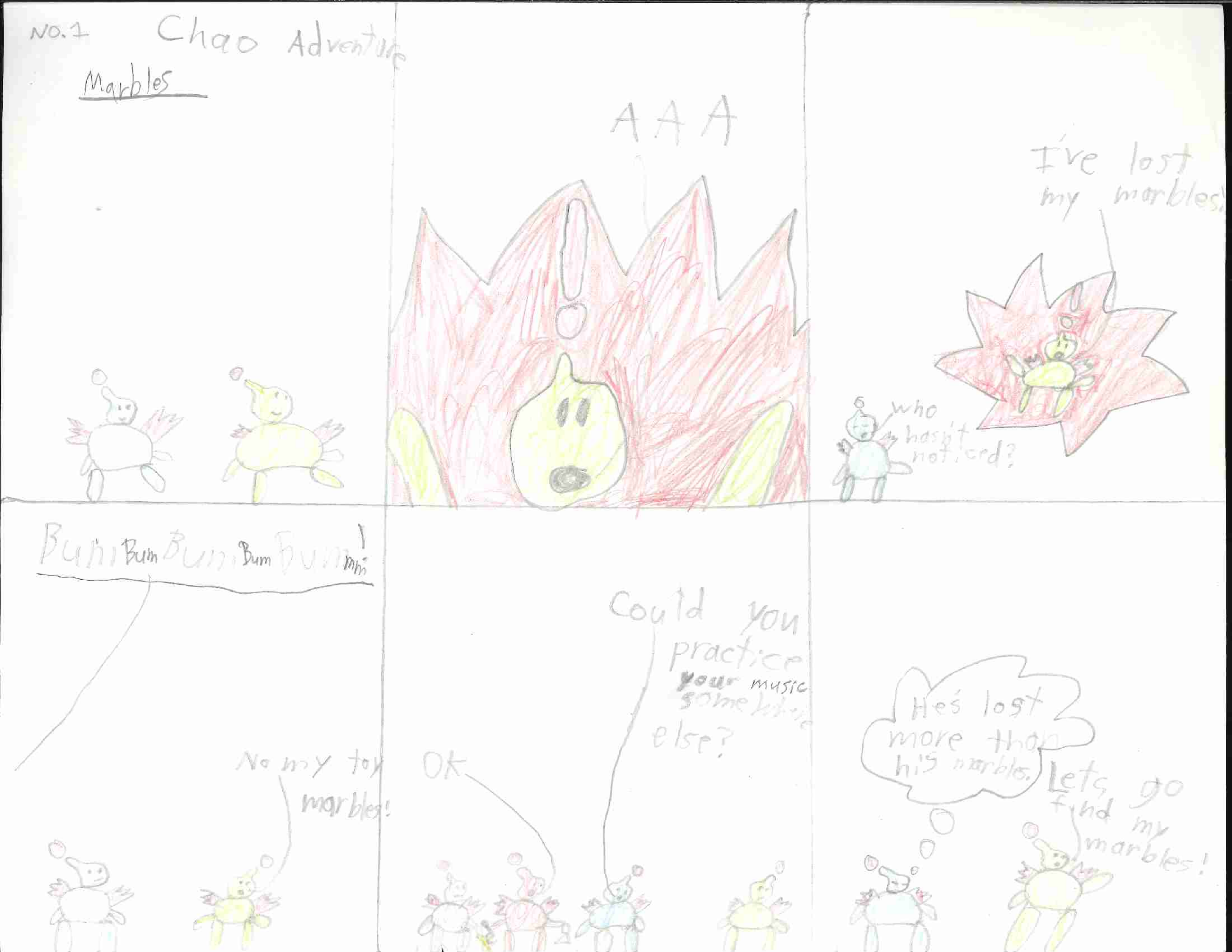
Unfortunately a truck ran over my sister.

Fortunately I still have a brother.


Trix are for rabbits, too!
Trix

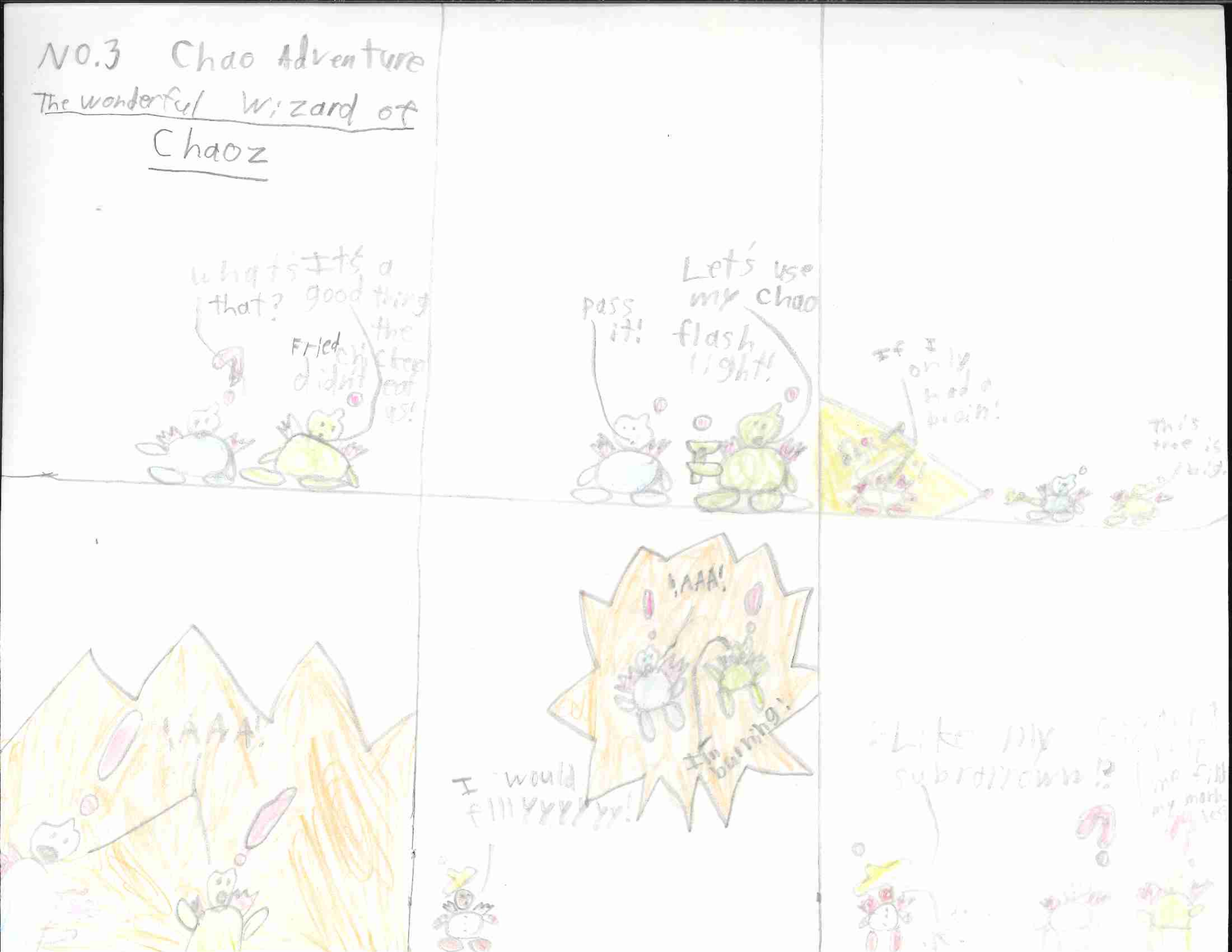

Ye've taken me Lucky Charms fer the last time!


No.2 Chao Adventure
The Chicken
Marbles can't hear or speak.
Here marble!
Beware what?
B...B...Beware
Beware
!Fried Chicken!
Beware
RAR
Ya, or...
Good
Let's go in there.
I'm 2D!?

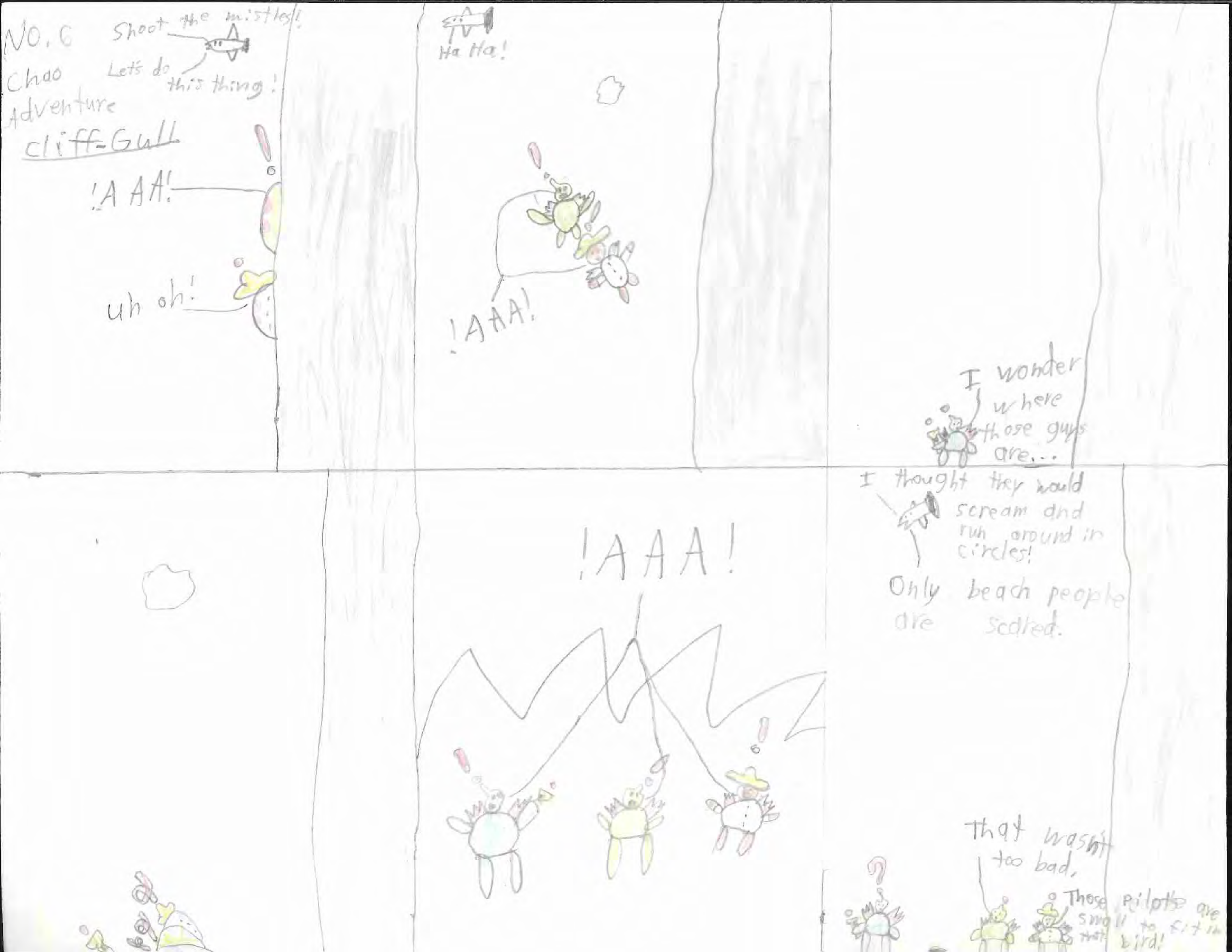


No.1
Chao Adventure
Marbles
AAA
I've lost my marbles!
who hasn't noticed?
BuniBumBuniBumBunmi!
No my toy marbles!
Could you practice your music somewhere else?
OK
He's lost more than his marbles.
Lets go find my marbles!

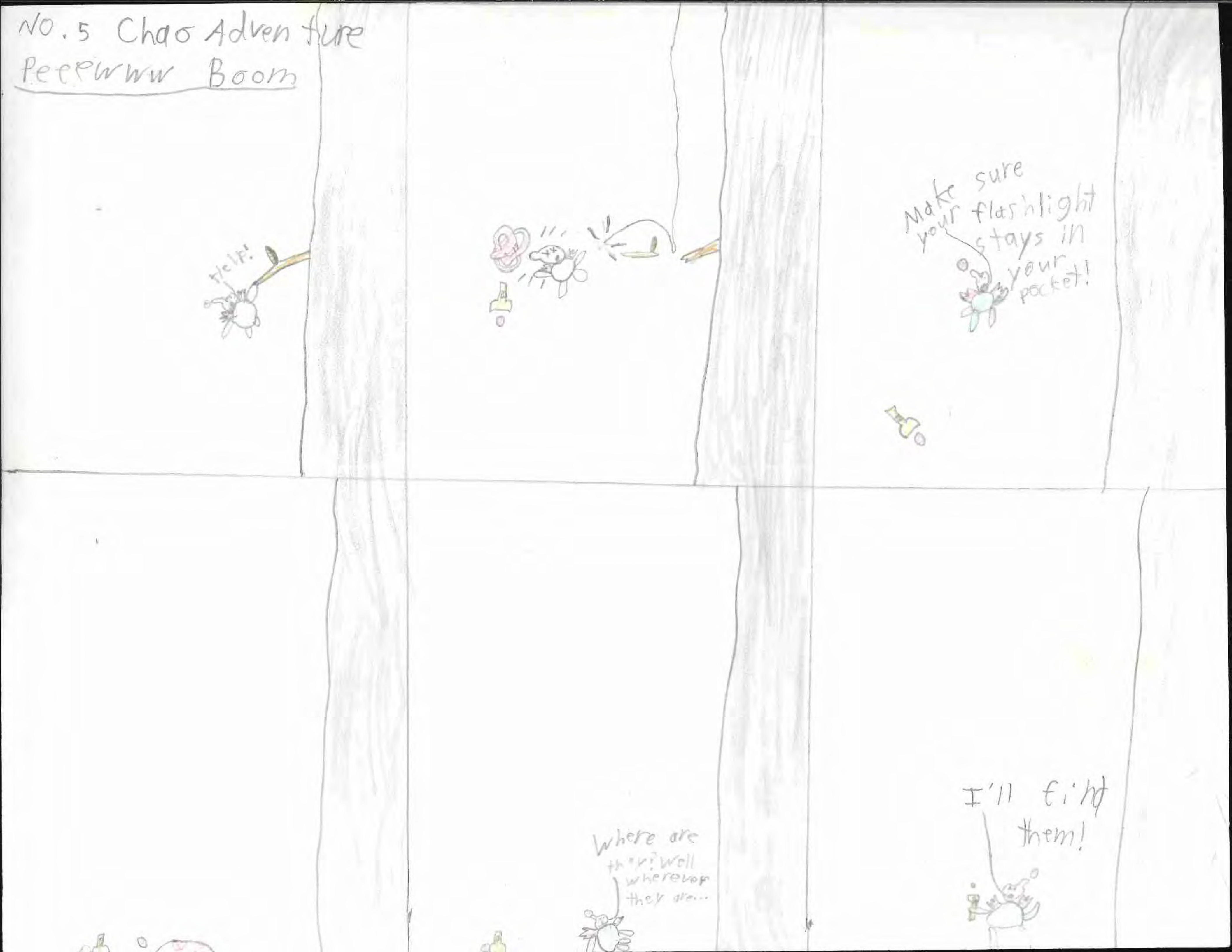
Leap of doom
I'm flying, flying, flying, flying!
said, said, said!
You're not from Peter Pan, you know.
It looks like a dead end.
Let's climb up this cliff!
!K!
For once he has a good idea...
I'm a slug
I'm a mountain slug!
Guys! I'm falling!
What did you say?
I said I'm fall...
!I NNNNNG!



NO.3 Chao Adventure
The wonderful Wizard of Chaoz
What's that?
It's a good thing the Fried chicken didn't eat us!
Pass it!
Let's use my chao flash light!
If I only had a brain!
AAAA!
AAA!
I'm burning!
I would flllyyyyyyyy!

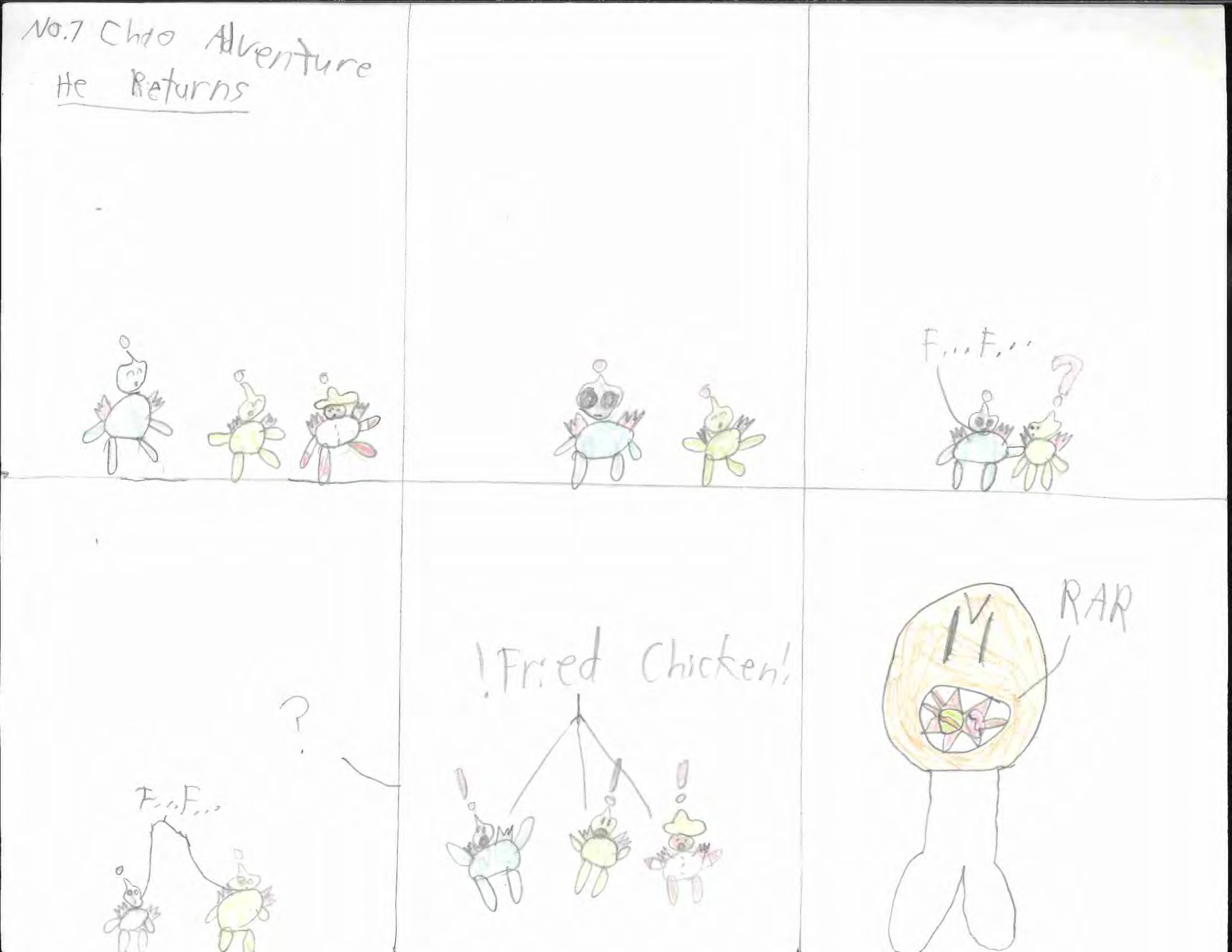


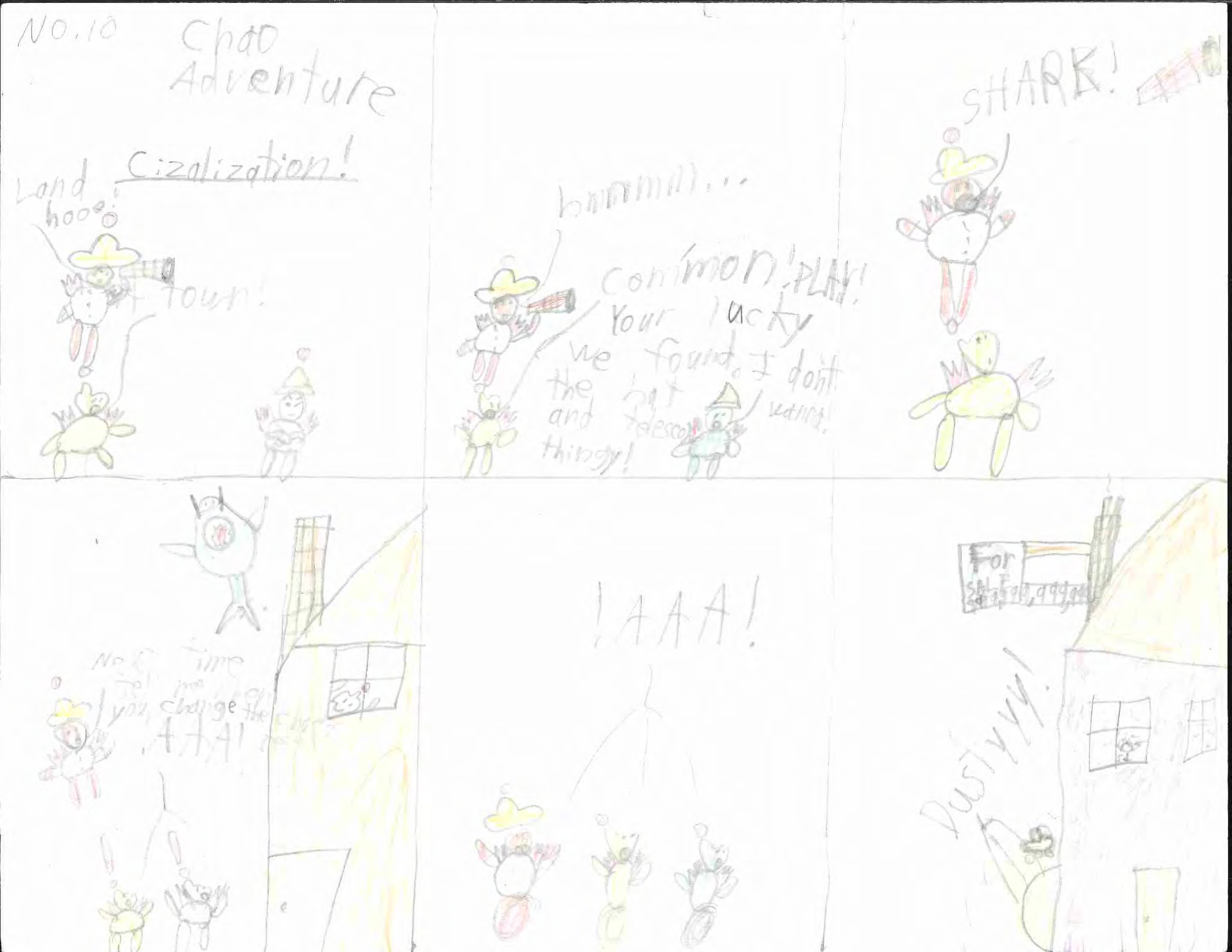
No. 6
Chao Adventure
cliff-Gull
Shoot the mistles!
Let's do this thing!
!AAA!
uh oh!
Ha Ha!
!AAA!
I wonder where those guys are...
I thought they would scream and run around in circles!
Only beach people are scared.
!AAA!
That wasn't too bad,
Those pilots are small to fit in that bird!



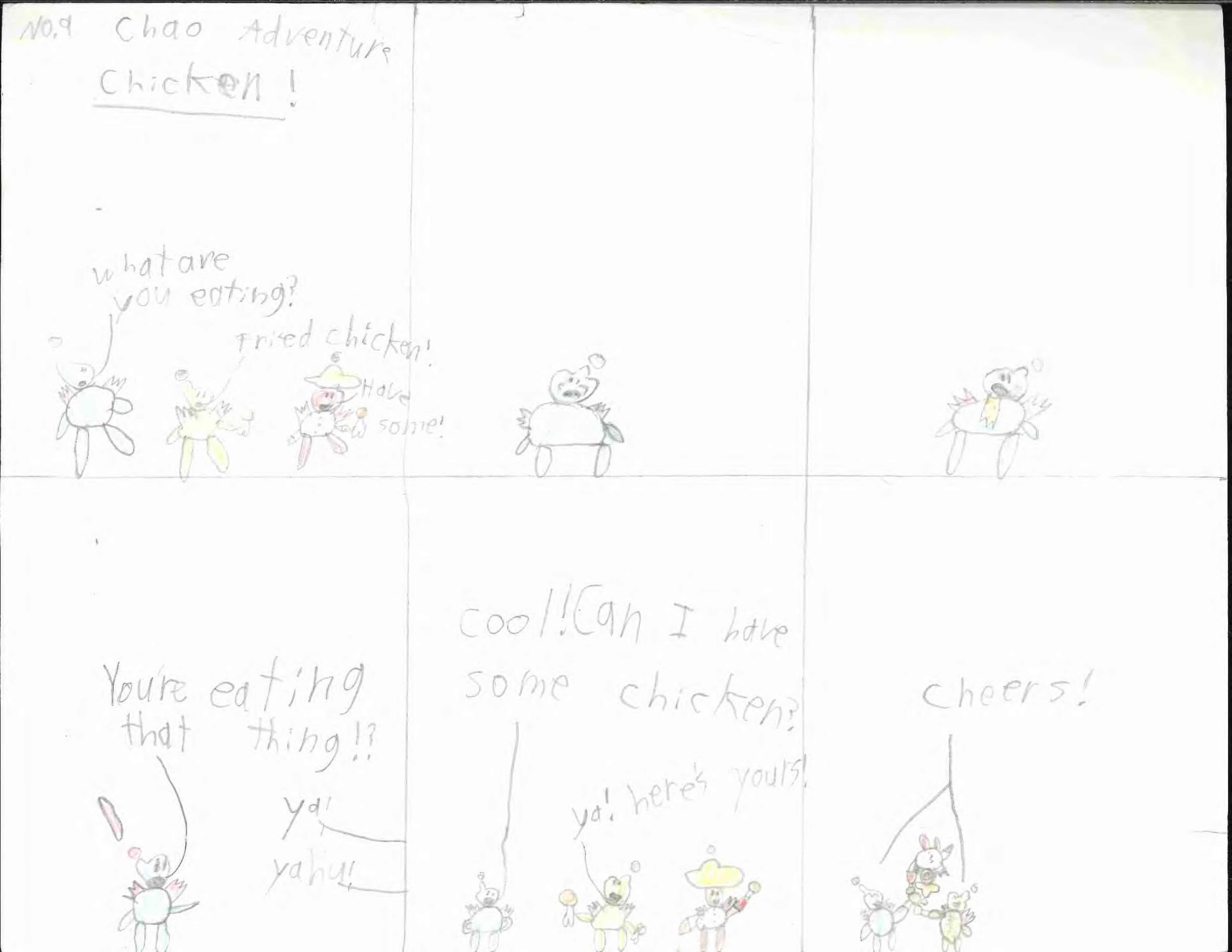
NO. 5 Chao Adventure
Peeewww Boom
Help!
Make sure your flashlight stays in your pocket!
Where are they? Well wherever they are...
I'll find them!

No.8 Chao Adventure
Kung fu!
He has my marbles!
oh my!
Let's get kung fu!
punch!
upercut!
whamie!
I wiiiiiiin!
why didn't he do that stuff in the first place.


No.7 Chao Adventure
He Returns
F...F...
?
F...F...
?
!Fried Chicken!
!
!
!
RAR



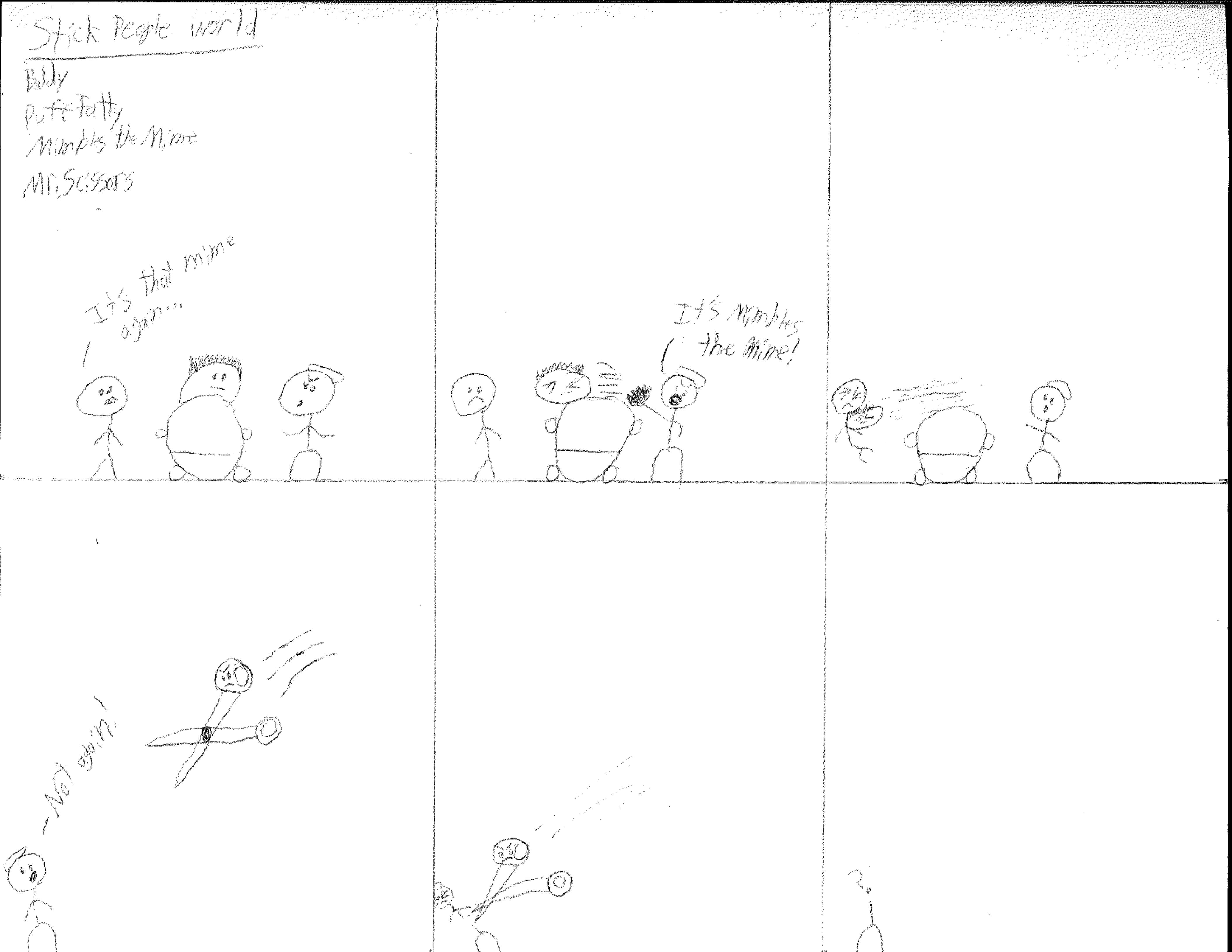
NO.10
Chao Adventure
Cizalization!
Land hoo!
town!
hmmmm...
Common! PLAY!
Your lucky we found the hat and telescop thingy!
I don't wanna!
SHARK!
you change the
AAA!
!AAA!
For
DUSTYYY!

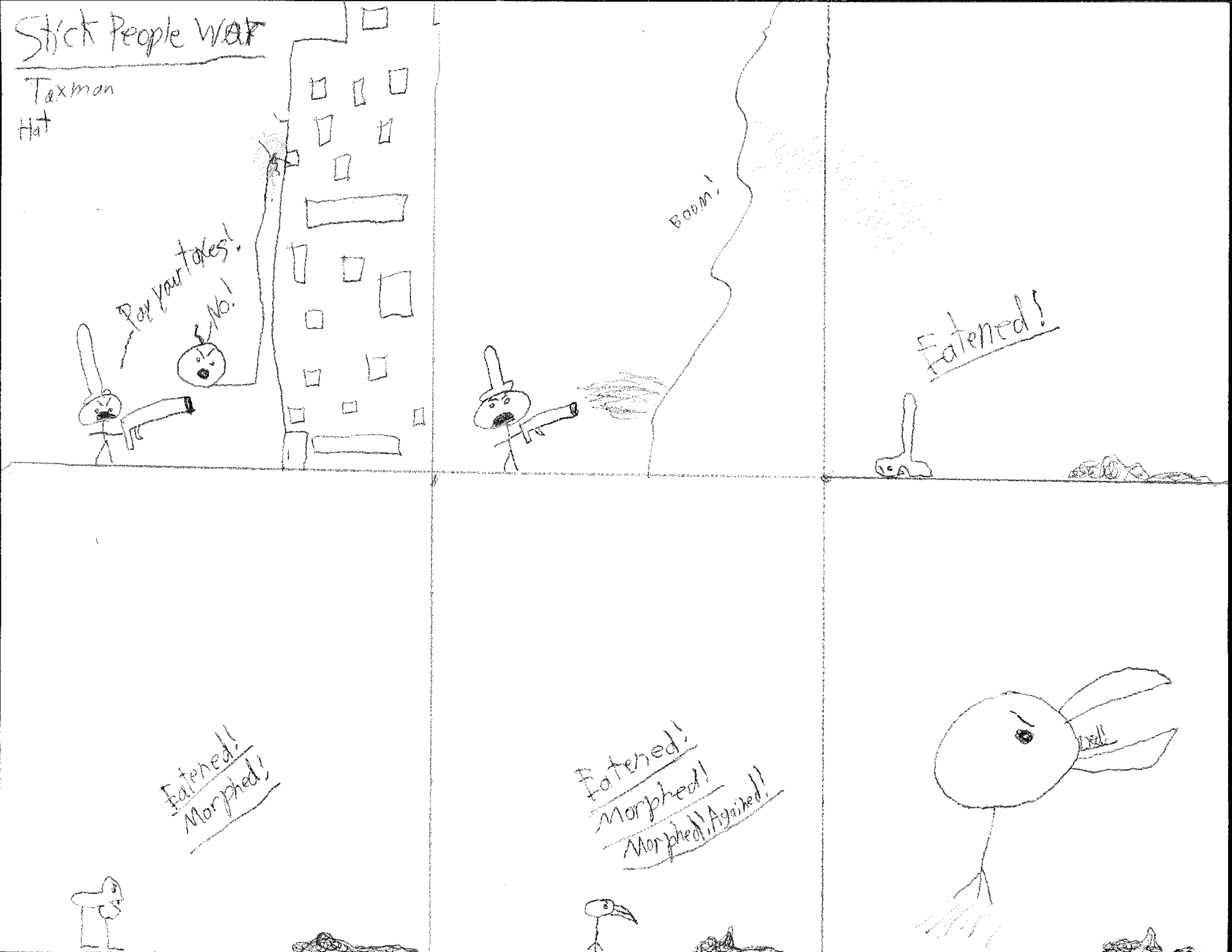

No.9 Chao Adventure
Chicken!
what are you eating?
Fried chicken!
Have some!
You're eating that thing!?
ya!
yahu!
cool! Can I have some chicken?
ya! here's yours!
cheers!

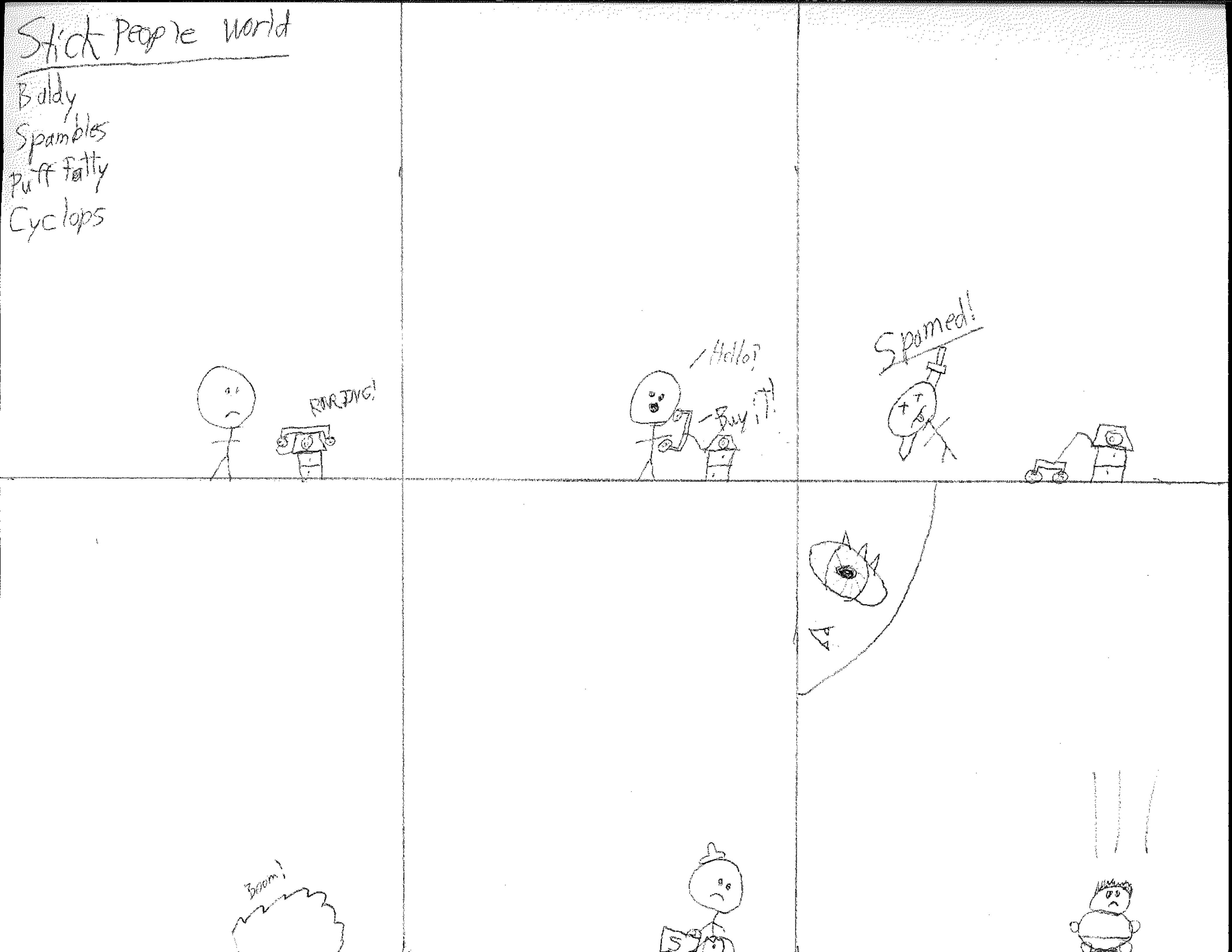
MINI COMIC
PIKMIN
FLIGHT
After hard work by getting a new 100 PIKMIN captain Olimar flies off to get his UV Lamp followed by the
1.
2. Red Onion the
3. Yellow Onion the
4. Blue Onion and
PIKMIN SUPPLIES
DANGER
this Missle full of food, blankets, drinks and more sent by PIKMIN from all over the planet.
5.

COMIC STRIP
PIKMIN
In the hole!
4.
2.
Come OUT!!!
3.
!BOO!
EEE!
4.
AH HA! YOU ACTUALLY FELL for THAT?!
5.
!OW!
!\PTING=!
6.

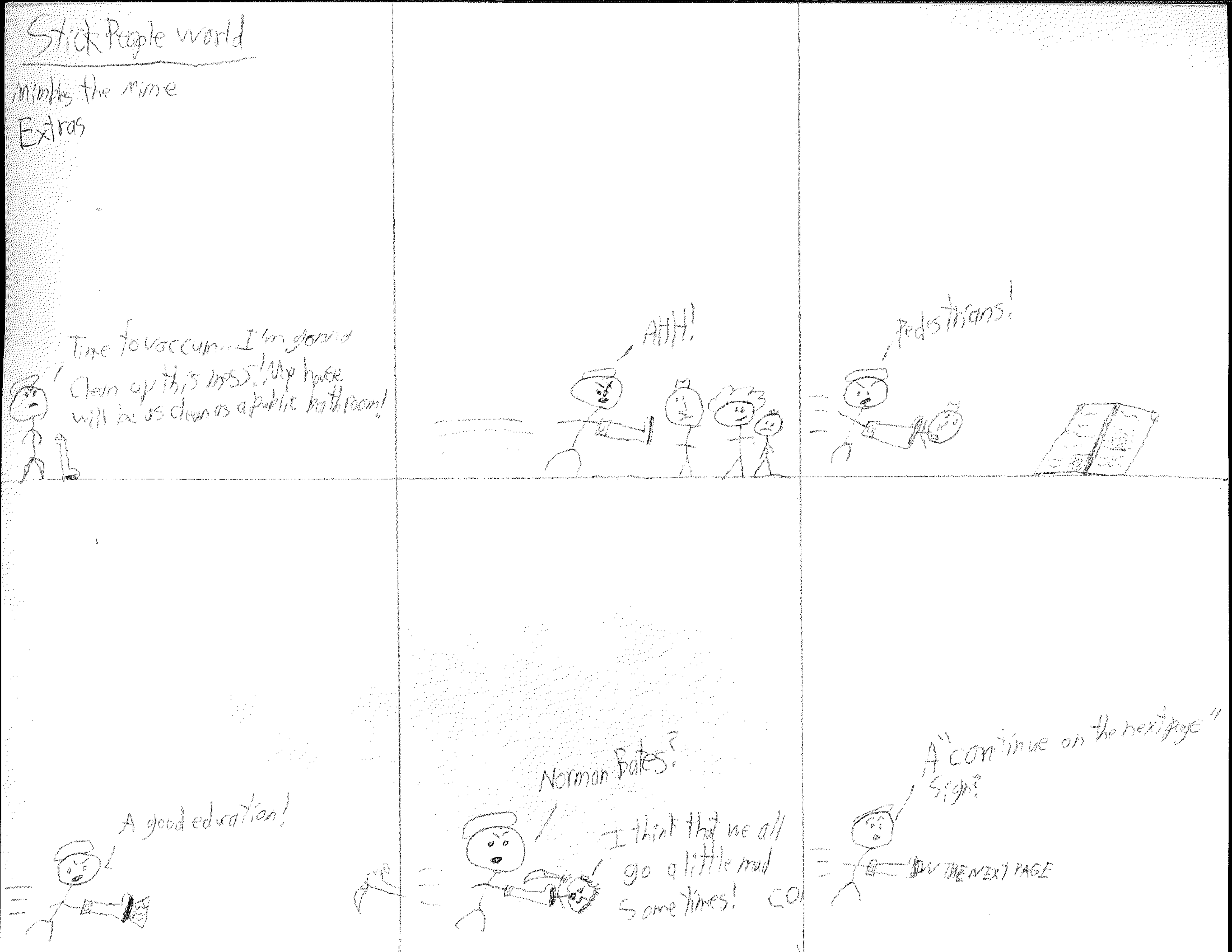
Stick People World
Postman
Kitty
Sun
Frank the fireman
What a wierd mailbox.
Wait...This is...
Kitty!
Photosynthesized!
Firemaned!

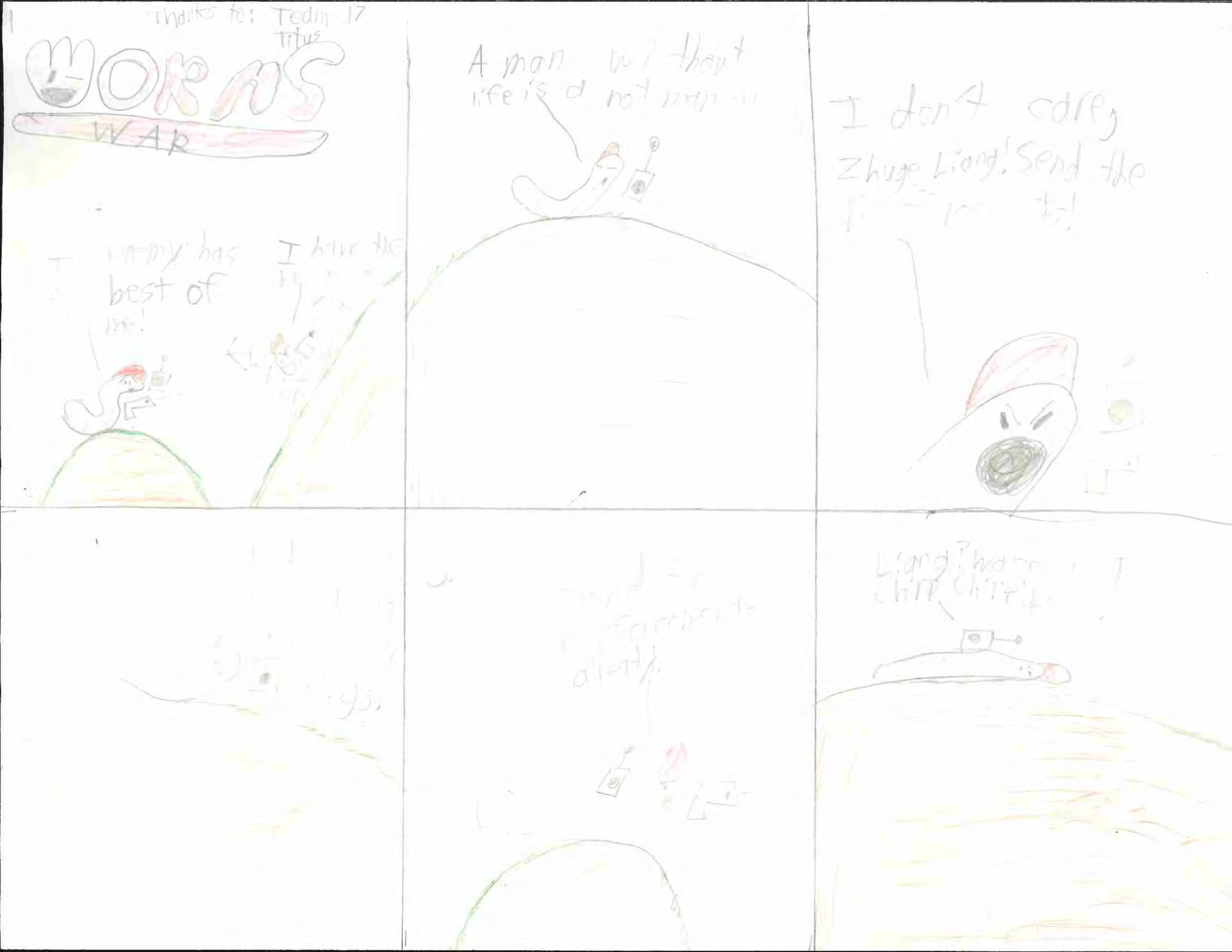

Stick People world
Baldy
Puff Fatty
Mimbles the Mime
Mr. Scissors
It's that mime again...
It's Mimbles the Mime!
?
Not again!


Stick People War
Taxman
Hat
Pay your taxes!
No!
Boom!
Eatened!
Eatened!
Morphed!
Eatened!
Morphed!
Morphed! Agained!

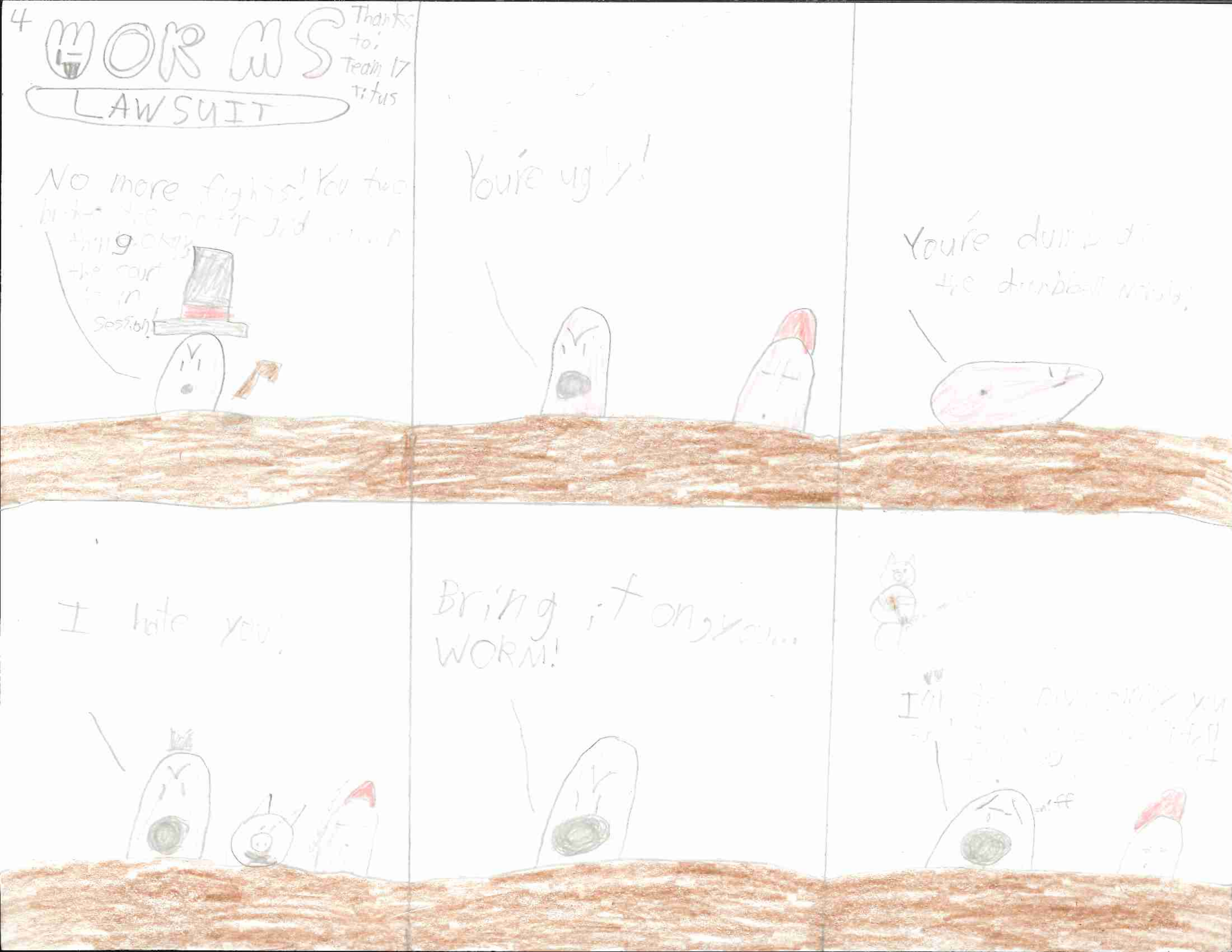

Stick People World
Baldy
Spambles
Puff Fatty
Cyclops
RINGING!
Hello?
Buy it!
Spamed!
Boom!

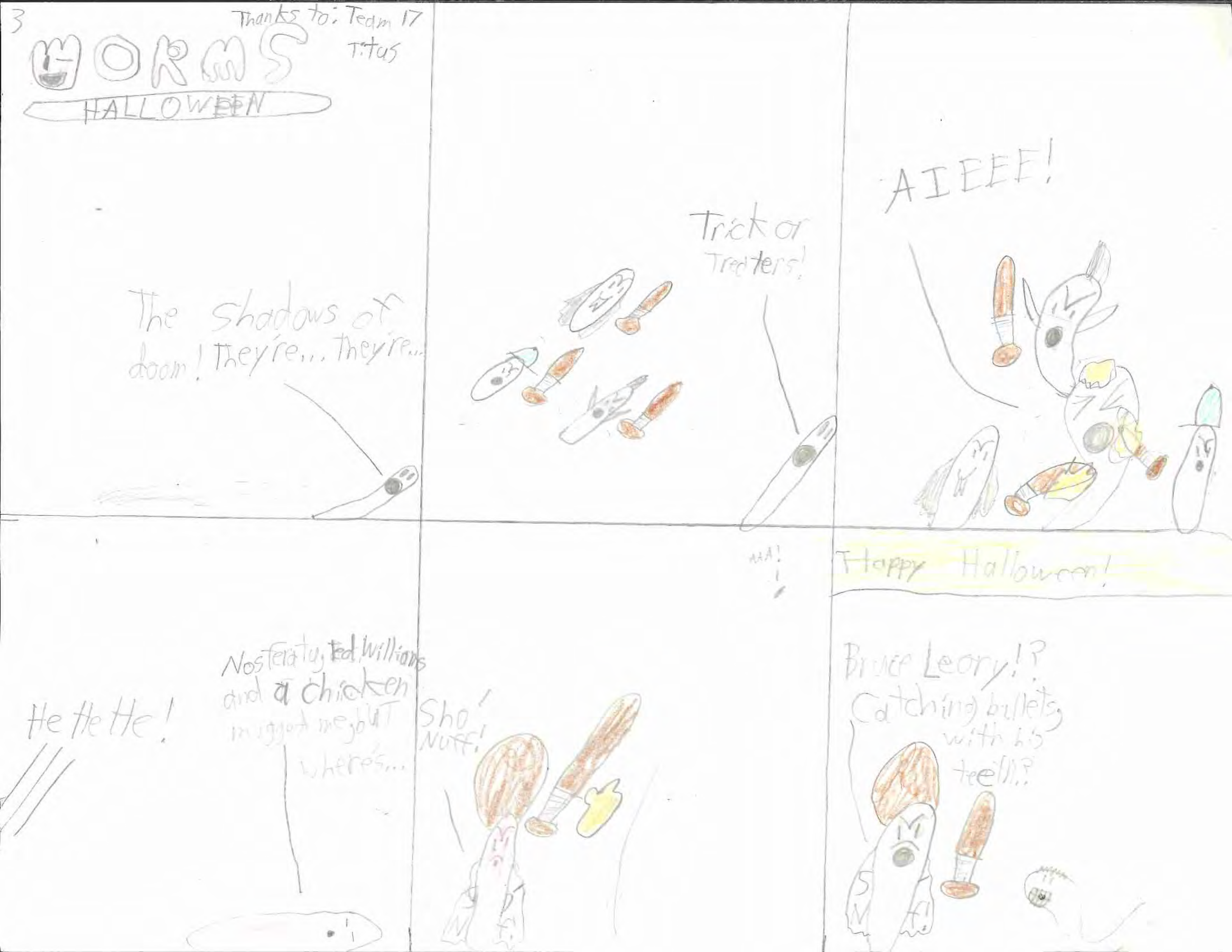
Stick People world
Mimbles the Mime
Extras
John Lennon!
Wilber the Elephant!
A blubber Pile!
And finally Gary Gygax!
Dice are nice!

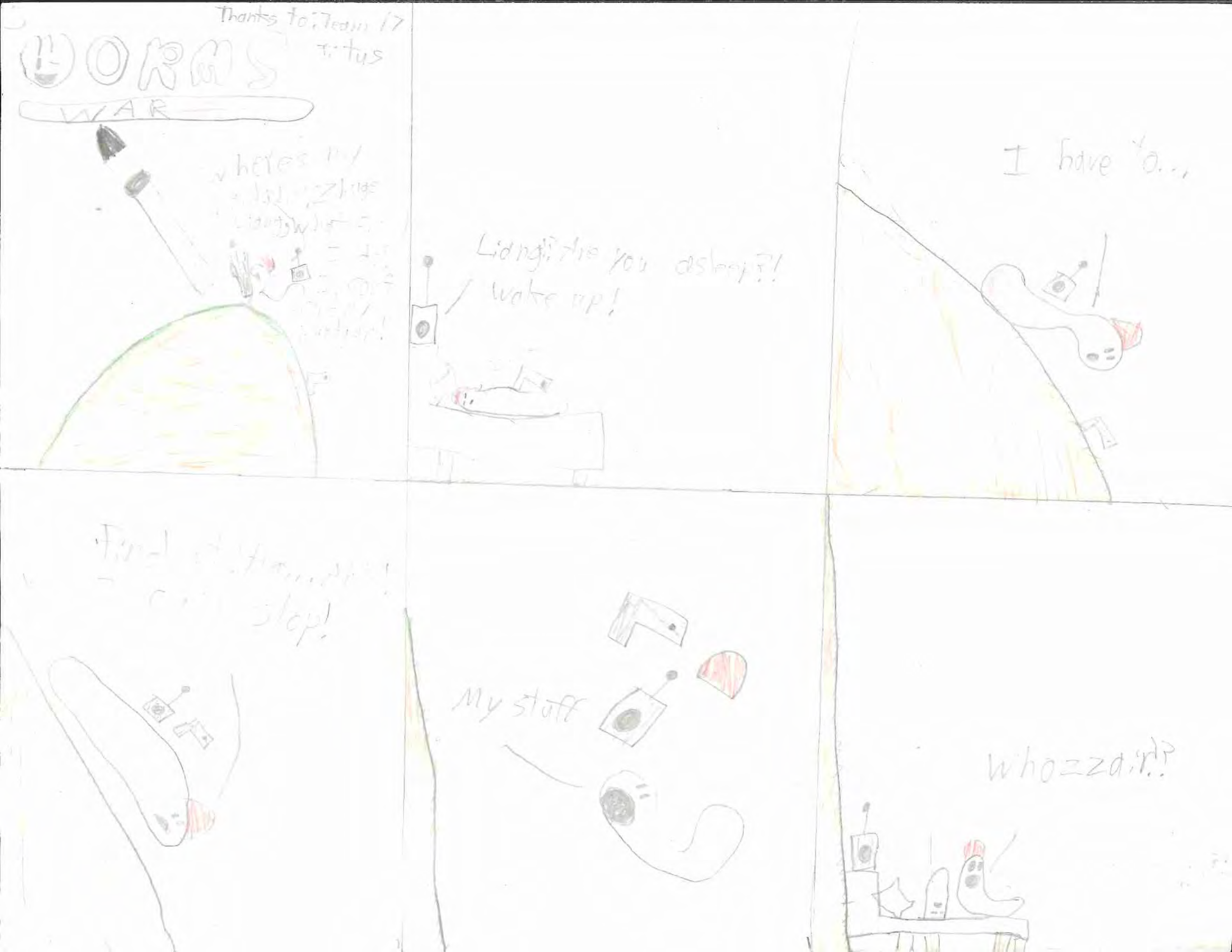

Stick People world
mimbles the mime
Extras
Time to vaccum.. I'm gonna clean up this mess! My house will be as clean as a public bathroom!
AHH!
Pedestrians!
A good education!
Norman Bates?
I think that we all go a little mad sometimes!
CO
A "continue on the next page" sign?
ON THE NEXT PAGE

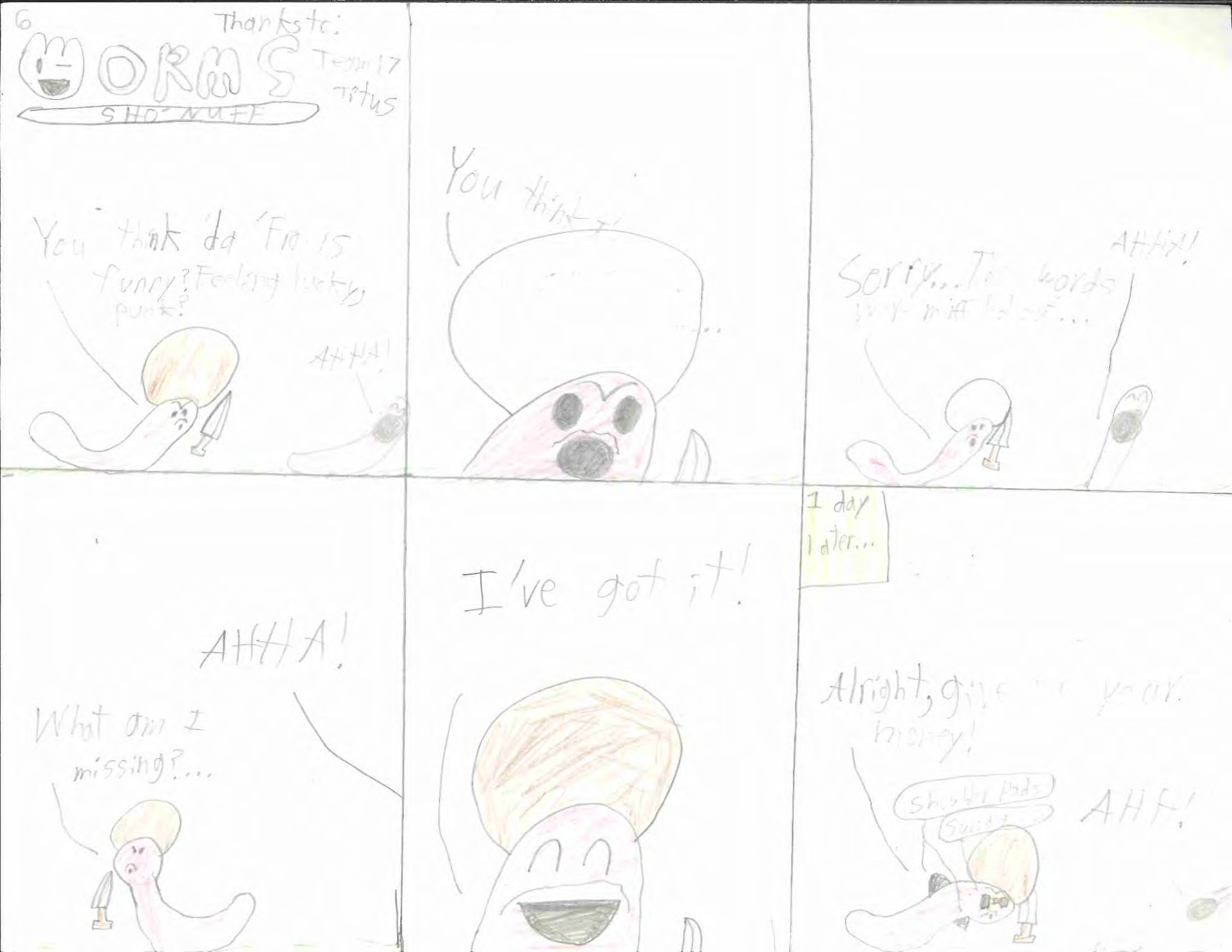

Thanks to: Team 17
Titus
WORMS
WAR
enemy has
best of
me!
I have the
A man without
life is a
I don't care,
Zhuge Liang! Send the
already!
Liang?

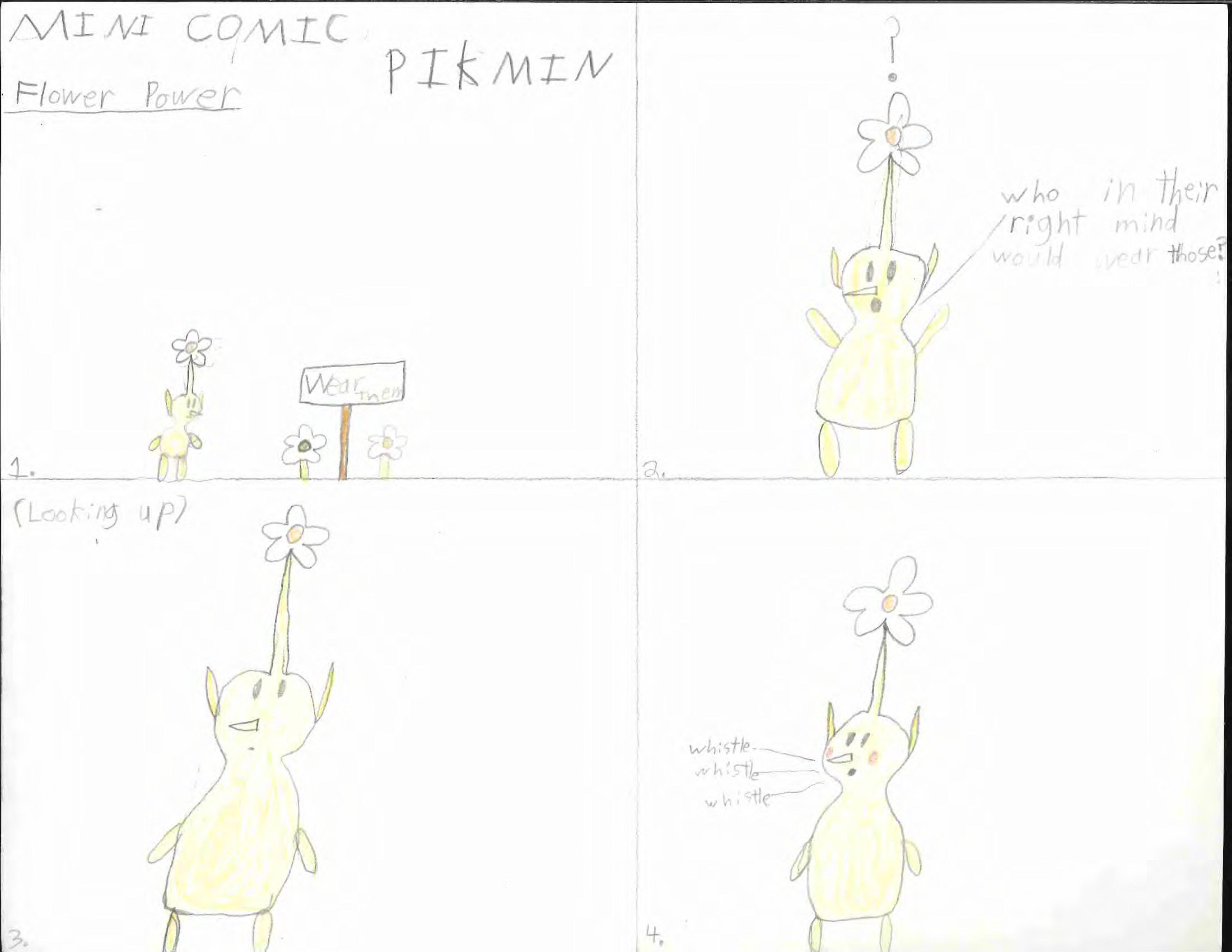
Thanks to: Team 17
Titus
LAWSUIT
You're stupid!
You're mom's a
What'd you
It's go time!
Punch Punch

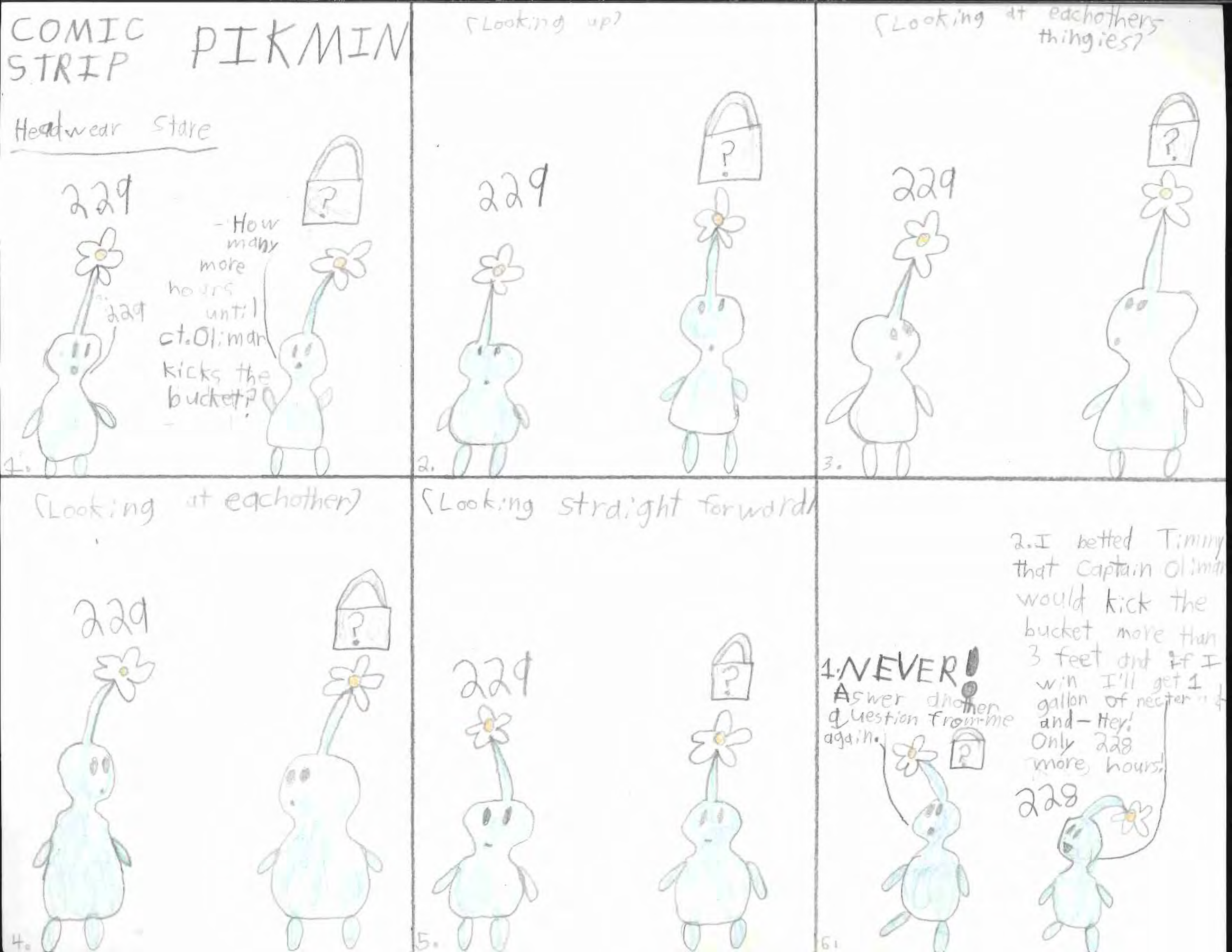

4
WORMS
LAWSUIT
Thanks to: Team 17 titus
No more fights! You two
You're ugly!
I hate you!
Bring it on, you... WORM!
snuff

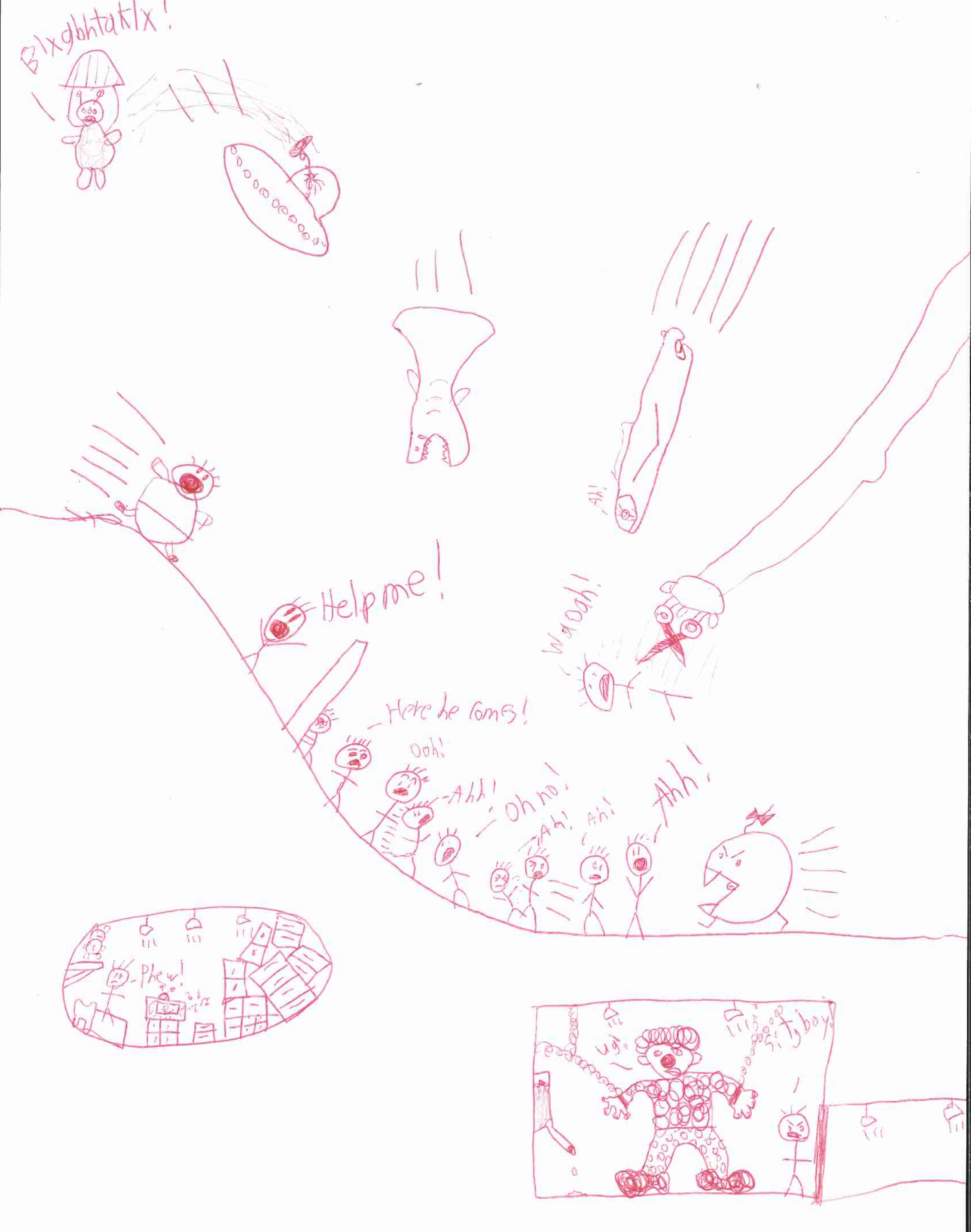

3
Thanks to: Team 17
Titus
WORMS
HALLOWEEN
The shadows of doom! They're... they're...
Trick or Treaters!
AIEEE!
AAA!
Happy Halloween!
He He He!
Nosferatu, Ted Williams and a chicken mugged me, BUT where's...
Sho' Nuff!
Bruce Leory!? Catching bullets with his teeth!?


Thanks to: Team 17
titus
WORMS
WAR
Liang! Are you asleep?!
Wake up!
I have to...
My stuff
Whozzat?!


6
Thanks to:
WORMS
SHO' NUFF
Team 17
Titus
You think da 'Fro is funny? Feeling lucky, punk?
AHHA!
You think...
Sorry... The words
AHHX!
AHHA!
What am I missing?...
I've got it!
1 day later...
Alright, give your money!
Shoulder Pads
AHF!

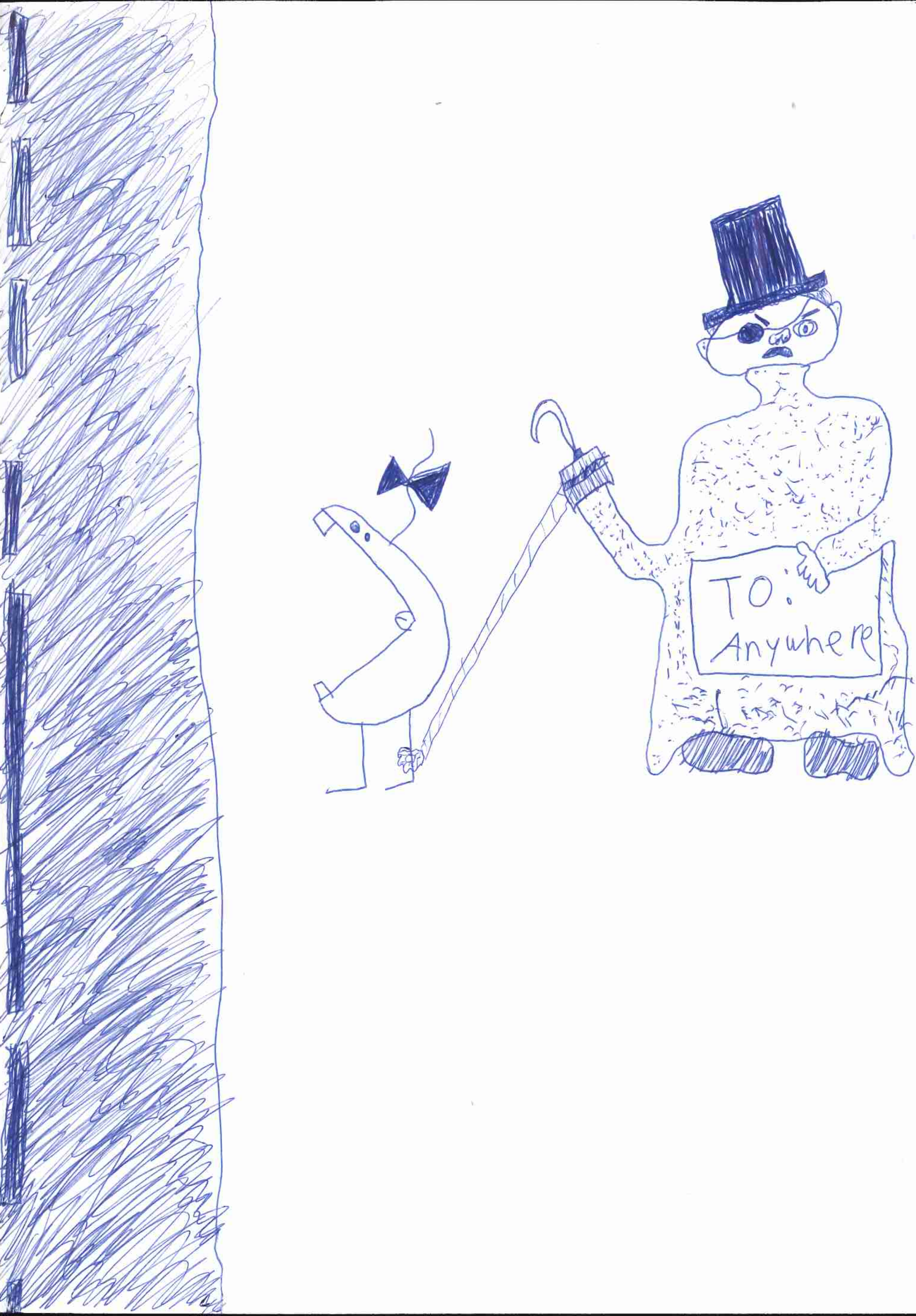

MINI COMIC
PIKMIN
Flower Power
1.
Wear them
2.
?
!
who in their right mind would wear those?
3.
(Looking up)
4.
whistle
whistle
whistle

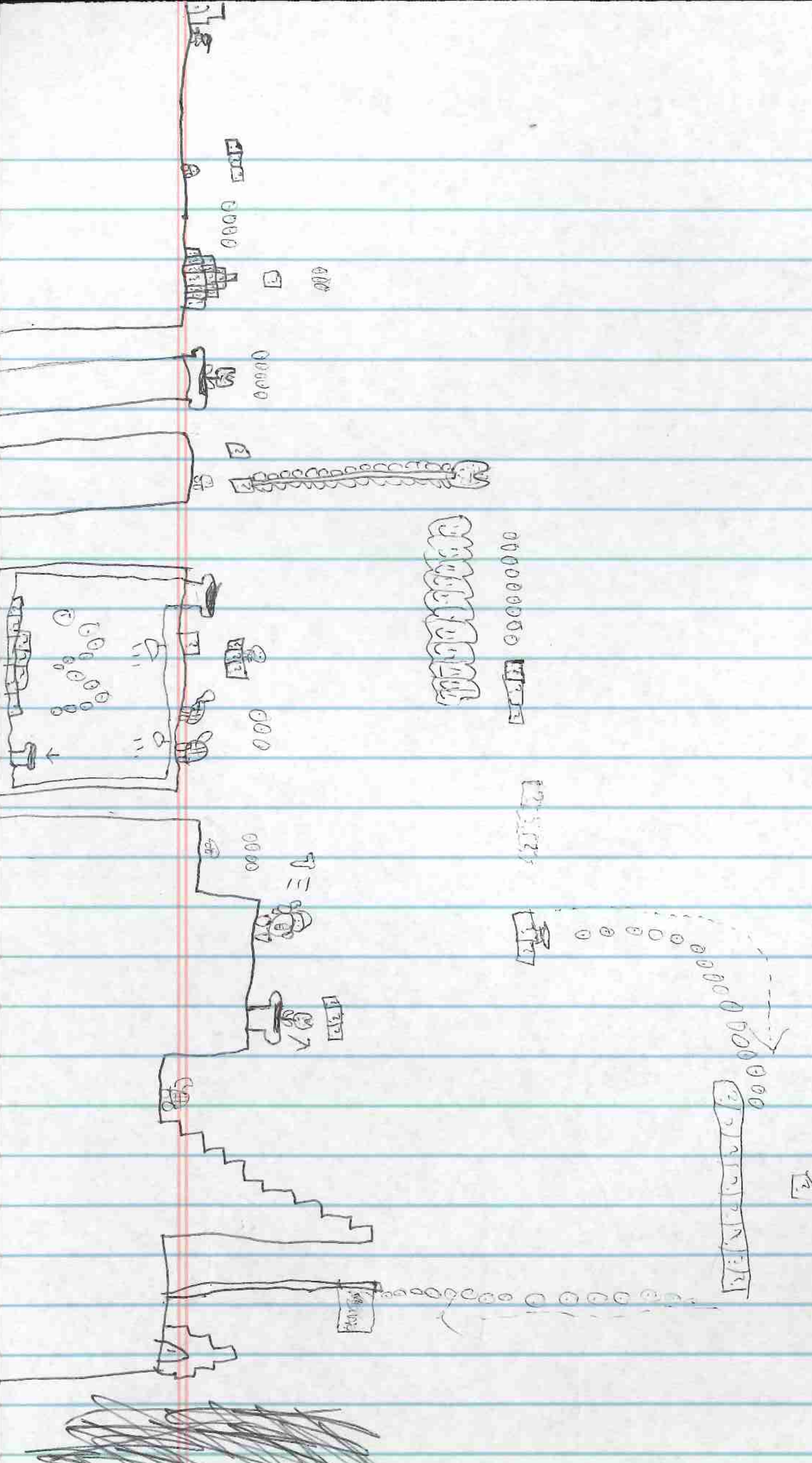

COMIC STRIP
PIKMIN
Headwear Stare
229
229
-How many more hours until Ct. Olimar kicks the bucket?
1.
(Looking up)
229
2.
(Looking at eachothers thingies)
229
3.
(Looking at eachother)
229
4.
(Looking straight forward)
229
5.
2. I betted Timmy that Captain Olimar would kick the bucket more than 3 feet and if I win I'll get 1 gallon of necter and- Hey! Only 228 more hours!
1. NEVER! Asnwer another question from me again.
228
6.

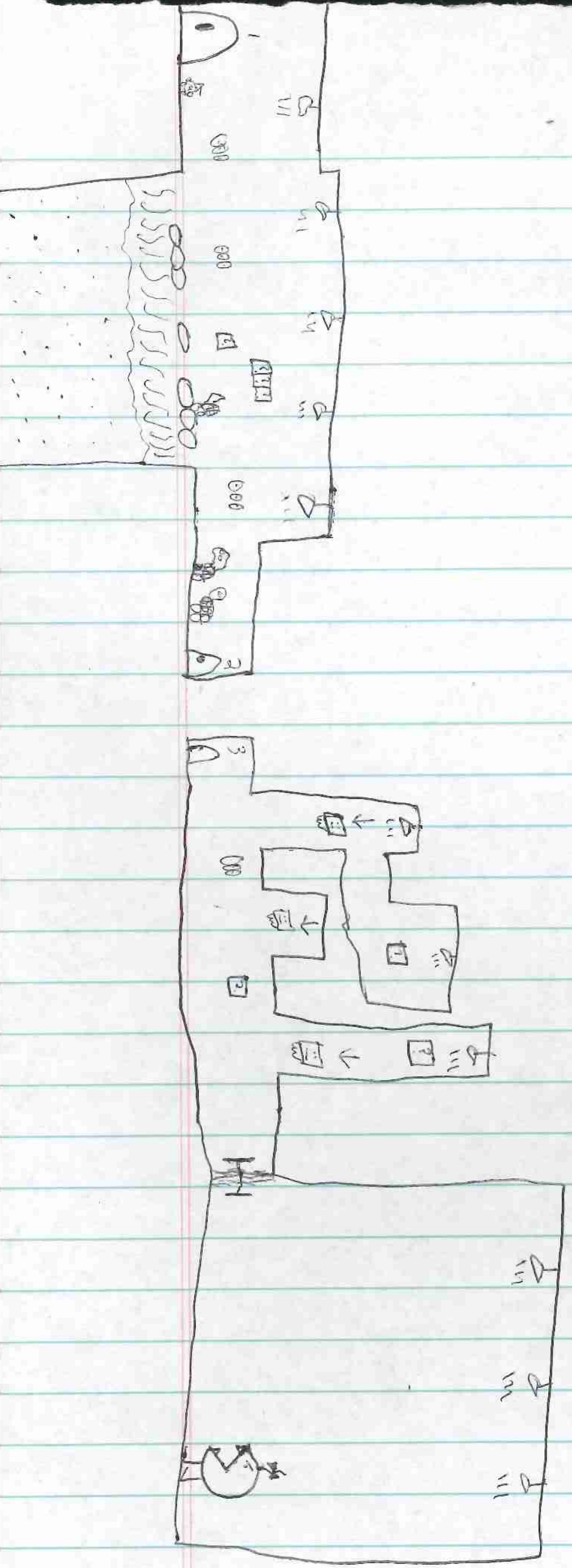

Help me!
Here he comes!
Ooh!
Ahh!
Oh no!
Ah!
Ah!
Ahh!
Waaah!
Ah!
Phew!

14
14
14
Blik Bxartnt!
Sitboy!

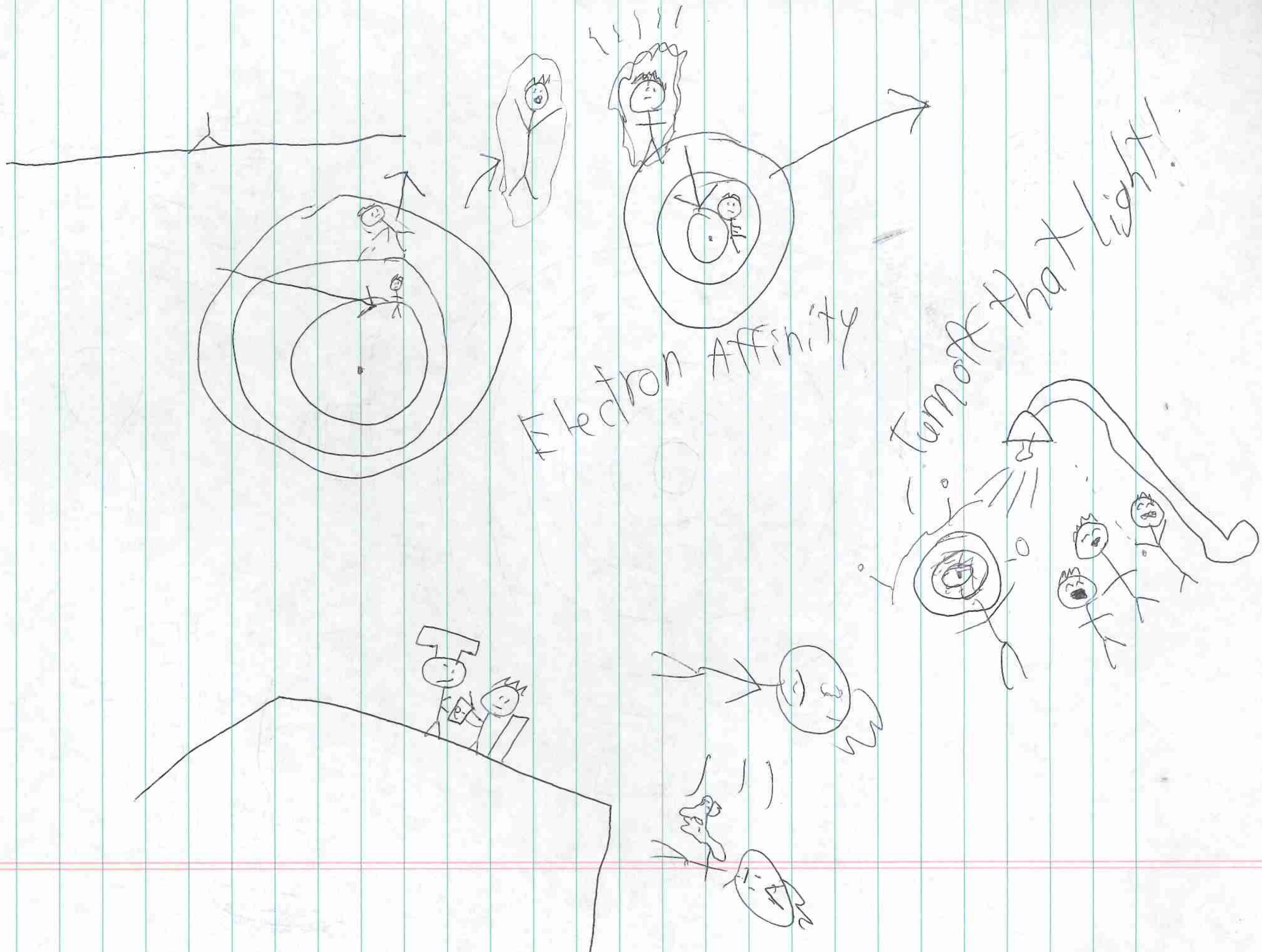
Hobo the Clown in denial.


TO:
Anywhere





Pd
Get off of the Rhodium, you bum!
Nucleus Inc.
Rh
Get off of the Rhodium, you bum!


Electron Affinity
Turn off that light!

$$P\ atom \times \frac{30.97\ amu}{P\ atom} = 30.97\ amu$$

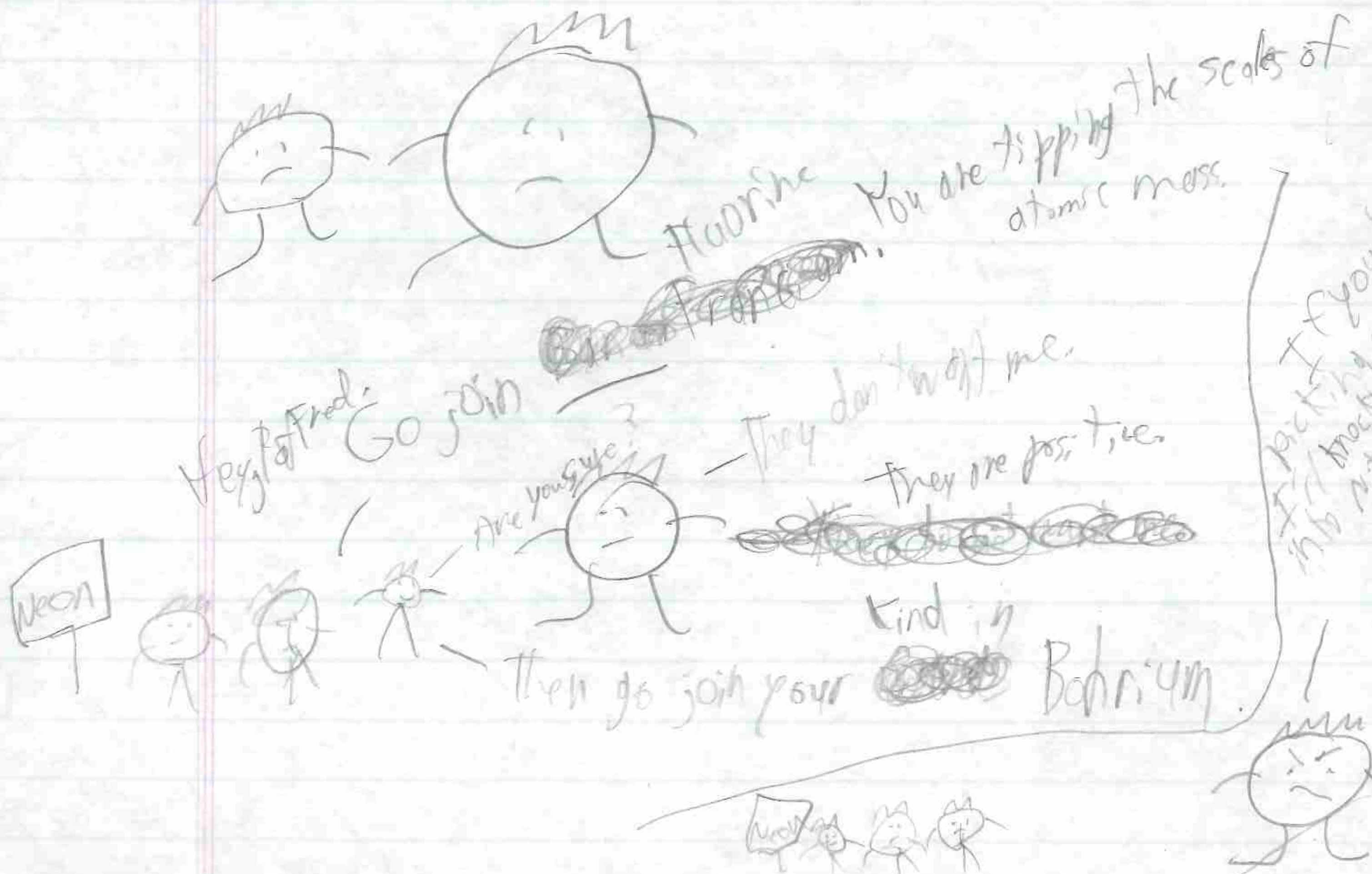
$$4\ O\ atom \times \frac{16.00\ amu}{O\ atom} = +64.00\ amu$$

$$94.97\ amu$$

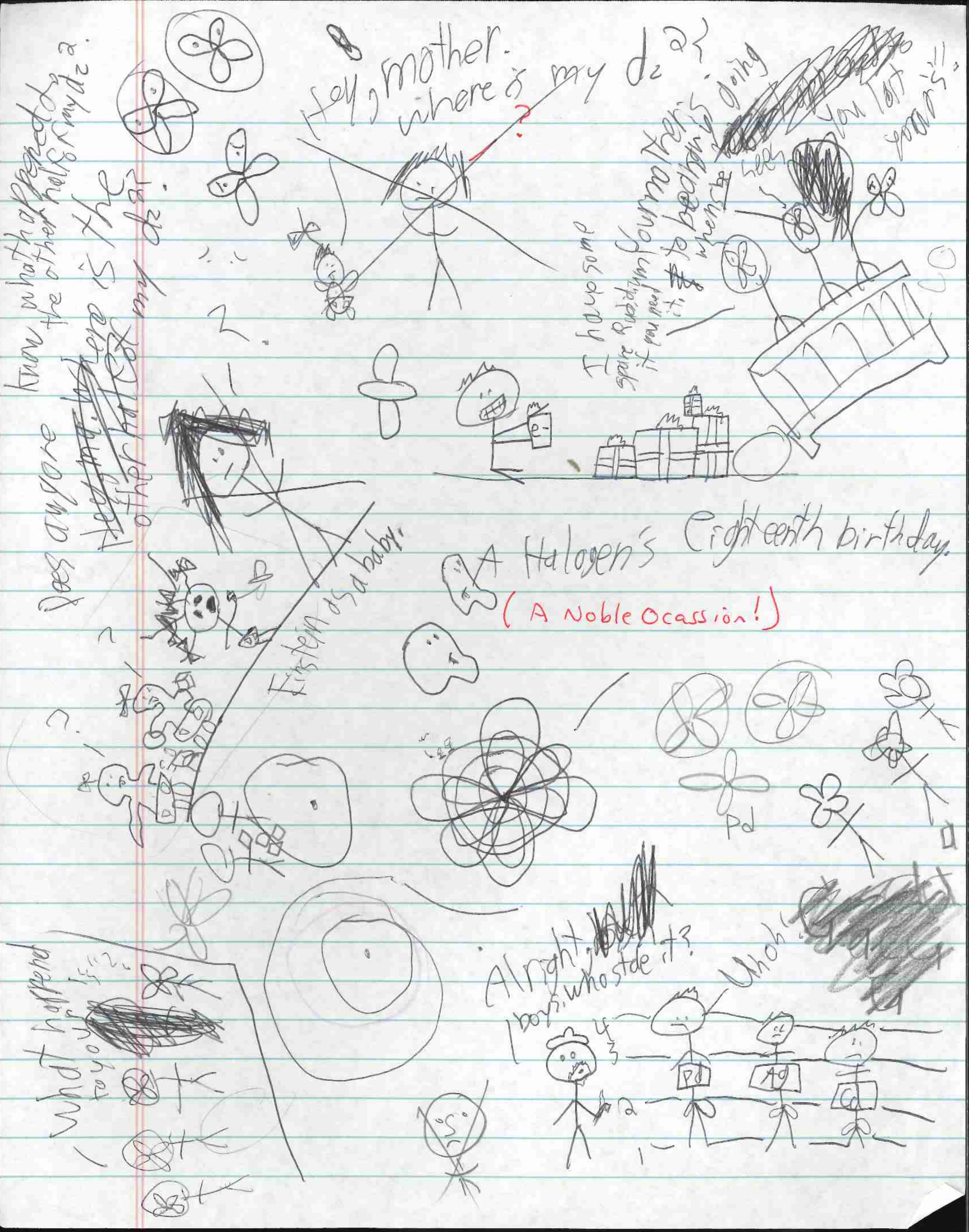
$$Mg\ atom \times \frac{24.31\ amu}{Mg\ atom} = 24.31\ amu$$

$$2\ Cl\ atom \times \frac{35.45\ amu}{Cl\ atom} = +70.90\ amu$$

$$95.21\ amu$$



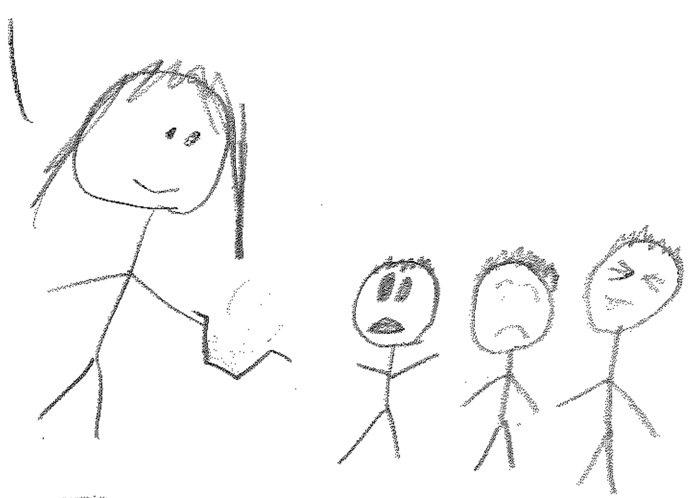
Send in the extras.
It was a mole.
Wee
Ha
Hurrah
H2O

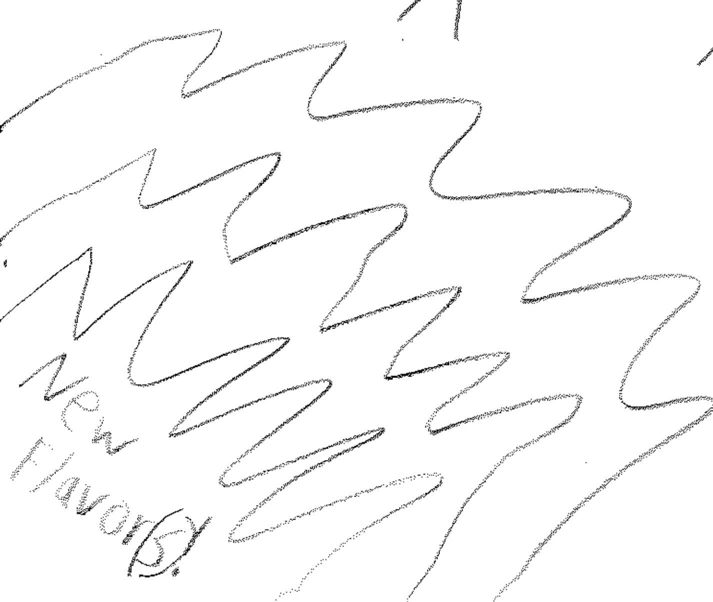

Hey, mother. where is my d₂?
Does anyone know what happened to the other half of my d₂?
Einstein is a baby.
A Halogen's Eighteenth birthday.
(A Noble Ocassion!)
I have some spare Rhodium if you need it.
Alright, boys, who stole it?
Uh oh!
Pd
Pd
Ag
Cd
What happened to you?

CHUNKY ORGANS!

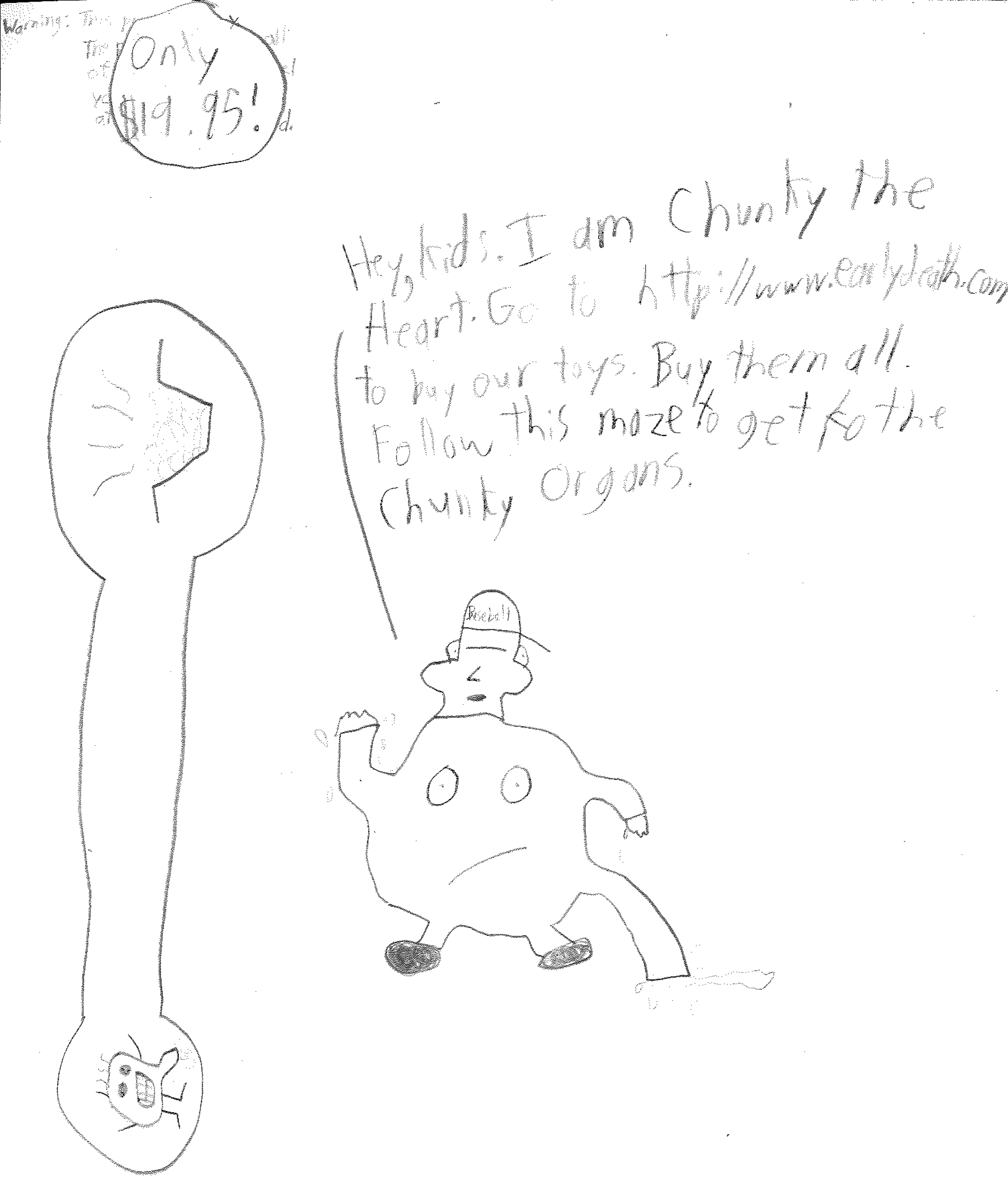
19.95

Eat your Chunky Organs.



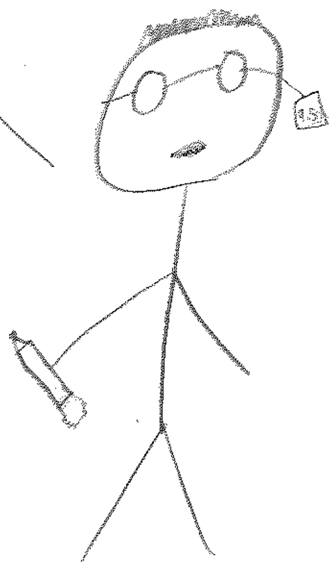


CHUNKY Productions



Warning:
Only $19.95!
Hey, kids. I am Chunky the Heart. Go to http://www.earlydeath.com to buy our toys. Buy them all. Follow this maze to get to the Chunky Organs.
Baseball

Greetings, children. I am your good friend, Bob the Scientist. Tell your mothers to purchase Chunky Organs cereal. It has the great amount of three unnecessary vitamins. You may have heard that your friends died due to our cereal. Those are lies. Eat more portions of our cereal. Side effects may be slight discomfort and death.



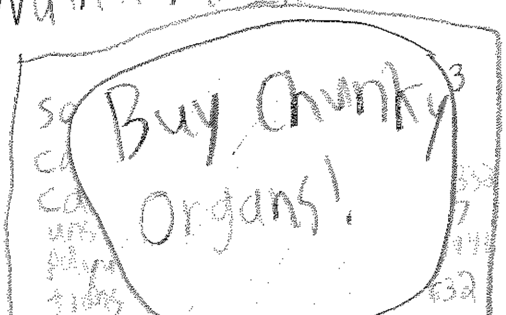
Now with these great Flavors!:

- Artificial spleen
- Artifical liver
- Artificial Kidney Krunch
- Artifical Bones
- Artifical Hart

New!:

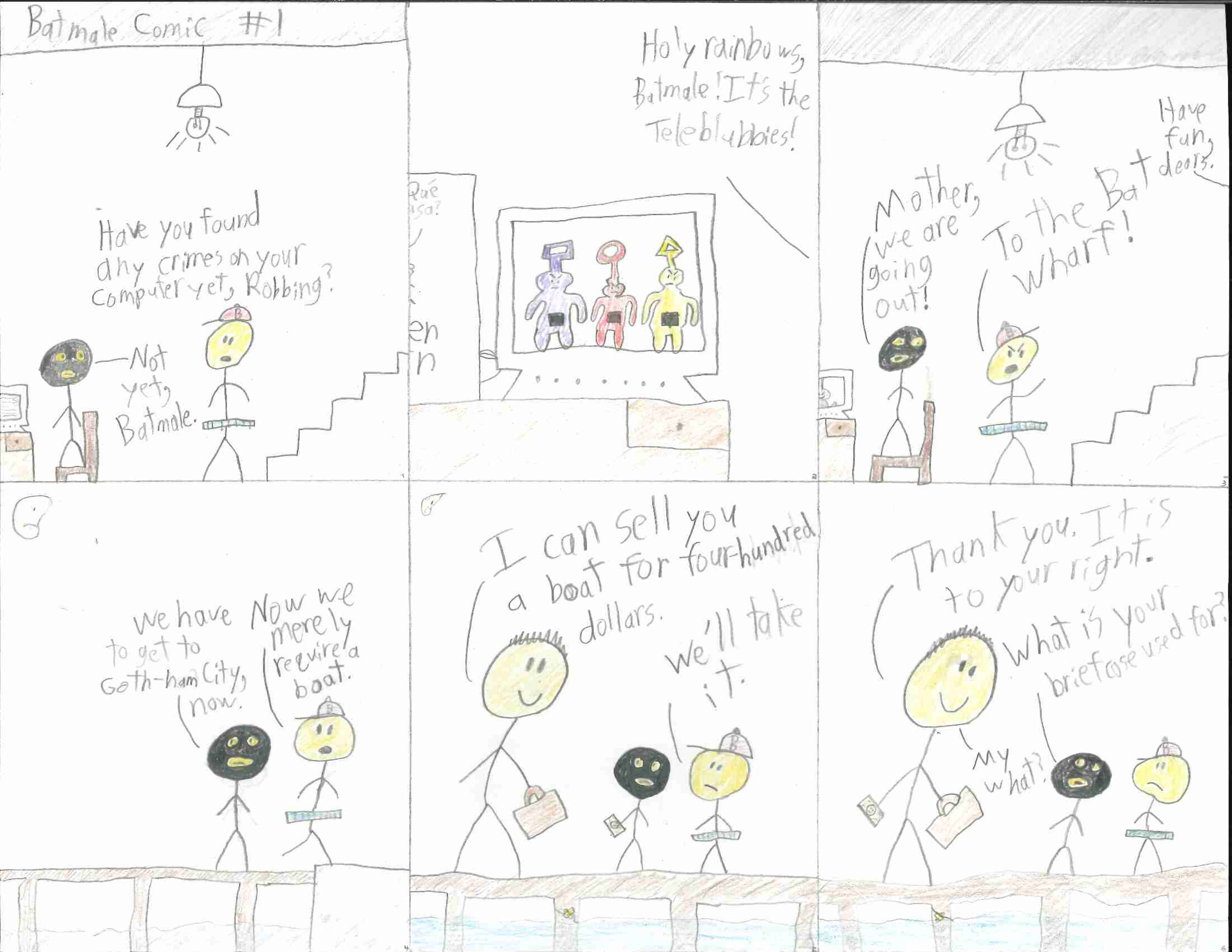
- Blasting Brain (artifical)

Nutritional Information:



Shorter
Not yet, Batmate.
Only three
Smaller
larger
Have you found any crime yet, Robbing?
Alienworm
In color
Holy rainbows Batmate! It's the Telebubbies!
To the Bat Wharf!

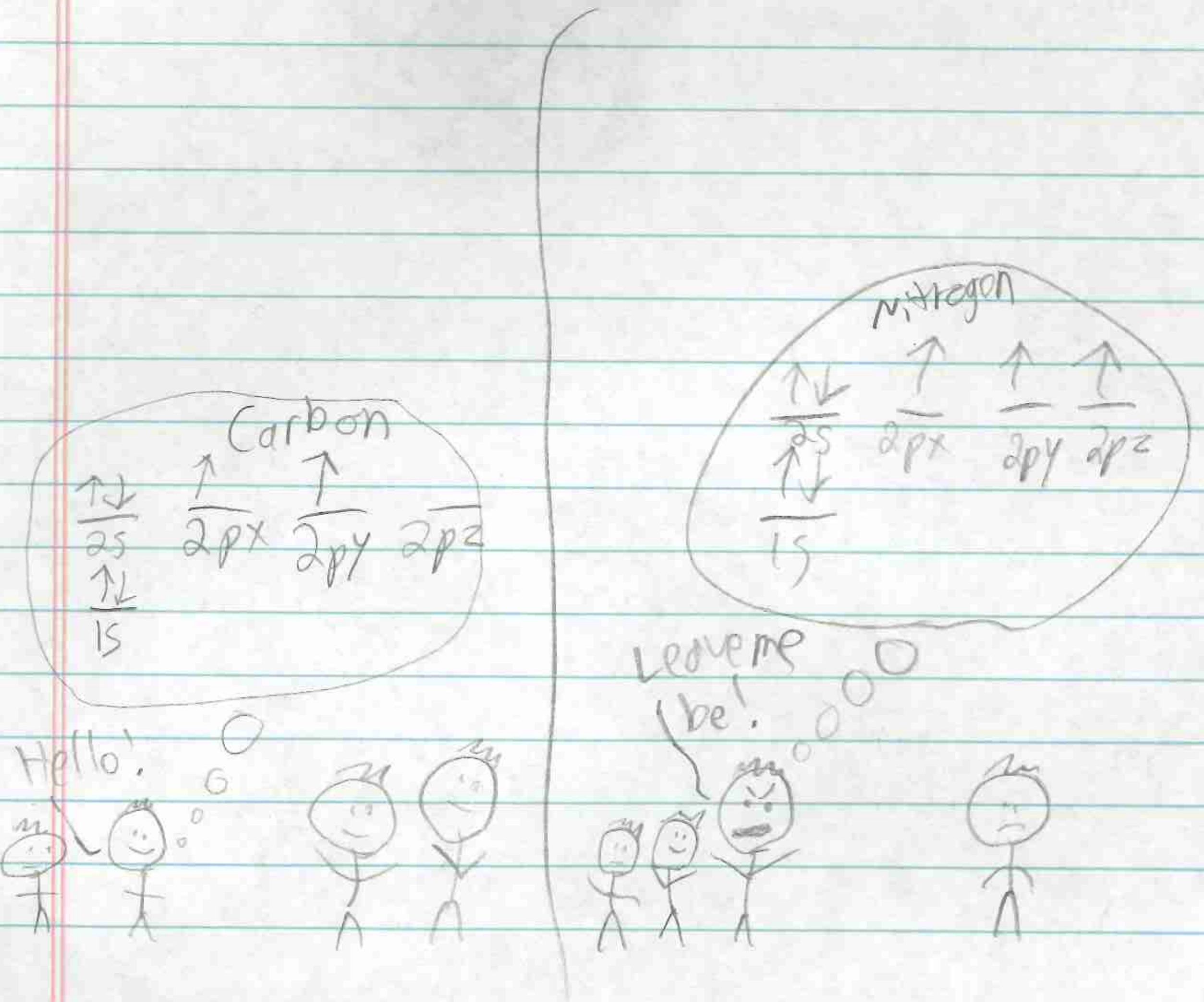
Batmale
Robbing
—Holy Holiness!
Boat Salesman
Joker
Oompa, Loompa, Doompididdy, Doo.
Wumpa, Lumpa, Dumpiddy, Doo.
Pew, Pew!
Teleblubbie
Purple
wuh-oh!
Yellow
Green
Dog
wheeze...
Red



Batmale Comic #1
Have you found any crimes on your computer yet, Robbing?
Not yet, Batmale.
Holy rainbows, Batmale! It's the Teleblubbies!
Mother, we are going out!
To the Bat wharf!
Have fun, dears.
We have to get to Goth-ham City, now.
Now we merely require a boat.
I can sell you a boat for four-hundred dollars.
We'll take it.
Thank you. It is to your right.
What is your briefcase used for?
My what?

5/24/2007

Doctor! I think that I finally brought one of the soldiers back a live!
Good work, Medic.
I am going on my lunch-break, now.
Can you bring his head on your nextround?



Carbon
2s
1s
2px
2py
2pz
Hello!
Nitrogen
2s
1s
2px
2py
2pz
Leave me be!

Adam Lanza
Report Card for 8th grade
Homebound instruction

In the area of Math, Adam completed 15 packets of work on various algebraic concepts that when average earned a score of 99%. On the math final he earned a score of 92%, and on the performance assessment, he earned a score of 8 out of a score of 12 possible points. The units he completed included: algebraic vocabulary, translating words into algebraic expressions, fraction units, adding, subtracting, multiplying and dividing positive and negative integers, units on the commutative property of addition, associative property of addition and the distributive property, solving problems with order of operations, equations, inequalities and problem solving, perimeter and area, and graphing coordinate points. He achieved a Math grade of 95% and earned an A.

Adam earned a grade of 99% an A in Social Studies. He read in the textbook, America's Past and Promise chapters 13-19, 22-25 and completed a test on each chapter, averaging a 99%. Information that he was test on included: Expanding and Defending Boundaries (1800-1820), Expanding the Nation (1790-1850), Expansion and Change 1810-1860, Changes in American Life (1820-1860), The Westward Movement (1810-1853), The Nation Breaking Apart (1850-1861), The Civil War, The Rise of American Cities (1865-1900), Forces Shaping a Nation (1860-1900), Politics and Reform (1877-1919), and Becoming a World Power.

The English grade earned by Adam was a 94%, an A-. Adam completed packets on various parts of speech that included: nouns, pronouns, verbs, adjectives, adverbs, prepositional phrases, and conjunctions. Additionally, he read and completed a study guide for The Rocket Boys and wrote an essay on Charles Darwin.

Maryann Bisson

Adam Lonza: Chemistry class; Summer '06 — GRADE SUMMARY

Ch 1:	Assessment:	Earned:	Total points:	Computed Grade:
	Practice Quiz	18	20	
	Ch 1 Review,Summary	25	26	
	3 Section Reviews	19	20	
	Solid, liquid, gas	3	3	
	Lab: pH at home	10	10	
	Final Quiz, Ch 1	23	25	
	CHAPTER 1 TOTALS:	98	104	94.2

Ch 2:	Assessment:	Earned:	Total points:	Computed Grade:
	Chap 2 Review	17	21	
	Sig fig worksheet	15	15	
	Section 2-1 Review	5	5	
	Section 2-2 Review	10	10	
	Section 2-3 Review	18	20	
	"Metric sys, Sci not, Den..."	17	20	
	My Ch 2 Review sheet	24	30	
	Ch 2 Review,Summary	20.5	27	
	Chapter practices	12	16	
	"Measurements & calcs"	17	21	
	Lab: Water density	19	20	
	Lab: Coke/Diet Coke density	18	20	
	Lab: Pre/Post 1982 Pennies	20	22	
	Lab: Temperature & density	17	20	
	Final Quiz, Ch 2	25	28	
	CHAPTER 2 TOTALS:	254.5	295	86.3

8th grade science grade: total points earned/total points given: 352.5/399 =

weighted equally chapter 1 and chapter 2: (94.2+86

Adam has earned a 90% for the work we completed.

Adam Lonza: Chemistry class; Summer '06 **GRADE SUMMARY**

Ch 1:	Assessment:	Earned:	Total points:	Computed Grade:
	Practice Quiz	18	20	
	Ch 1 Review,Summary	25	26	
	3 Section Reviews	19	20	
	Solid, liquid, gas	3	3	
	Lab: pH at home	10	10	
	Final Quiz, Ch 1	23	25	
	CHAPTER 1 TOTALS:	98	104	94.2

Ch 2:	Assessment:	Earned:	Total points:	Computed Grade:
	Chap 2 Review	17	21	
	Sig fig worksheet	15	15	
	Section 2-1 Review	5	5	
	Section 2-2 Review	10	10	
	Section 2-3 Review	18	20	
	"Metric sys, Sci not, Den..."	17	20	
	My Ch 2 Review sheet	24	30	
	Ch 2 Review,Summary	20.5	27	
	Chapter practices	12	16	
	"Measurements & calcs"	17	21	
	Lab: Water density	19	20	
	Lab: Coke/Diet Coke density	18	20	
	Lab: Pre/Post 1982 Pennies	20	22	
	Lab: Temperature & density	17	20	
	Final Quiz, Ch 2	25	28	
	CHAPTER 2 TOTALS:	254.5	295	86.3

8th grade science grade: total points earned/total points given: 352.5/399 =

weighted equally chapter 1 and chapter 2: (94.2+86

Adam has earned a 90% for the work we completed.

Adam Lanza

Newtown Middle School

3rd Marking Period Report Card

Grade: 07
Homeroom: A18

MP ABS: 7 YTD ABS: 11
MP Tardy: 0 YTD Tardy: 0

	1st MP		2nd MP		Sem	3rd MP		4th MP		Sem		
	Mrk	Eff	Mrk	Eff	Exm	Mrk	Eff	Mrk	Eff	Exm	Final	Comments for 3rd Marking Period
SCIENCE 7 Johnsen	A-	A	A+	A+	**	A-	A					Adam is making good progress.
ENGLISH 7 Beierle	A+	A+	A-	A	**	B	B					Adam's satisfactory work continues.
SOC ST 7 Mulligan	A-	A+	A	A+	**	A	A+					Adam is always on task and eager to succeed. Adam is a respectful student.
MATH 7 Ventresca	B-	B	B	B	**	A-	B+					Adam is conscientious/responsible student.
PE 7 Fontaine	A	A	A	A	**	A	A					Adam participates in class on a consistent basis. Adam exhibits a positive attitude on a consistent basis.
COMP INTEGRATION 7 Tarabulski	*	*	A	A	**	*	*					
HEALTH 7 Seymour	*	*	*	*	**	A	A					Adam is a fully engaged, positive, enthusiastic participant.
IND ARTS 7 Ramsey,D	*	*	*	*	**	*	*					
FAM&CON SCI Beck	*	*	*	*	**	*	*					
PROJ ADVENTURE 7 Washburn	A	A	*	*	**	*	*					
ART 7 Spoonfeather	C+	B	A-	A	**	B	B					Adam is progressing on schedule.
BAND 7 Mahoney	A	A	A+	A	**	A-	A					Adam is a talented student.
SPANISH 7 Begin	A-	A	A	A	**	A	A					Adam is a self-directed learner.

HONOR ROLL!!

* Not enrolled in this course for this marking period.

** No semester exam given.

Note: If a student has an Individual Education Plan (IEP) the grades on this report are modified in accordance with this plan.

LANZA ADAM

INDIVIDUAL REPORT
Connecticut Mastery Test: 3rd Edition

DISTRICT: NEWTOWN SCHOOL DISTRICT
SCHOOL: NEWTOWN MIDDL
CLASSROOM: NO NAME
TEST: CMT 3RD EDITION: GRADE 7
TEST DATE: SEP 2004

GRADE: 07
Date of Birth: 04/22/92
ID Number:
Gender: M

MATHEMATICS PERFORMANCE:

CLUSTER	MASTERY CRITERIA	STUDENT SCORE
NUMBER SENSE		
1. Place Value	4 of 6	6 MAST
2. Pictorial Representation of Numbers	4 of 6	6 MAST
3. Equivalent Fractions/Decimals/Percents	3 of 4	3 MAST
4. Order, Magnitude and Rounding of Numbers	6 of 8	8 MAST
OPERATIONS		
5. Models for Operations	4 of 6	6 MAST
7. Computations with Whole Numbers and Decimals	6 of 8	7 MAST
8. Computation with Fractions	4 of 6	6 MAST
9. Solve Word Problems	6 of 8	6 MAST
ESTIMATION AND APPROXIMATION		
10. Numerical Estimation Strategies	6 of 8	5
11. Estimating Solutions to Problems	4 of 6	5 MAST
RATIO, PROPORTION AND PERCENT		
12. Ratios and Proportions	3 of 4	4 MAST
MEASUREMENT		
15. Approximating Measures	3 of 4	4 MAST
16. Customary and Metric Measures	6 of 8	5
SPATIAL RELATIONSHIPS AND GEOMETRY		
17. Geometric Shapes and Properties	6 of 8	6 MAST
18. Spatial Relationships	4 of 6	6 MAST
PROBABILITY AND STATISTICS		
19. Tables, Graphs, and Charts	4 of 6	5 MAST
20. Statistics and Data Analysis	4 of 6	5 MAST
21. Probability	4 of 6	5 MAST
PATTERNS		
22. Patterns	4 of 6	5 MAST
ALGEBRAIC CONCEPTS		
23. Algebraic Concepts	4 of 6	5 MAST
DISCRETE MATHEMATICS		
24. Classification and Logical Reasoning	4 of 6	5 MAST
INTEGRATED UNDERSTANDINGS		
25. Mathematical Applications	6 of 9	2

READING PERFORMANCE:

READING COMPREHENSION

CLUSTER	MASTERY CRITERIA	STUDENT SCORE
Forming and Initial Understanding	7 of 10	7 MAST
Developing and Interpretation	4 of 6	4 MAST
Demonstrating a Critical Stance	10 of 14	7

DEGREES OF READING POWER
DRP Unit Score at P=80
Score range from 15- to 99+

STUDENT SCORE

WRITING PERFORMANCE:

EDITING AND REVISING

CLUSTER	MASTERY CRITERIA	STUDENT SCORE
Composing/Revising	15 of 20	20 MAST
Editing	15 of 20	17 MAST

DIRECT WRITING SAMPLE
Holistic Writing Score
Score range from 2 to 12

STUDENT SCORE

OVERALL PERFORMANCE

MATHEMATICS (RAW Scores)
Student Score (115)
Class Average (107.6)
School Average (107.6)
District Average (107.6)

READING TOTAL (Adjusted Raw Scores)
Student Score ( )
Class Average (0.0)
School Average (0.0)
District Average (0.0)

WRITING TOTAL (Adjusted Raw Scores)
Student Score ( )
Class Average (0.0)
School Average (0.0)
District Average (0.0)

Reed Intermediate School
3 Trades Lane
Newtown, CT 06470

10020012 Lanza, Adam 06

3rd Marking Period Grades 03/15/04 06/30/04

		1MP MRK	1MP EFF	2MP MRK	2MP EFF	3MP MRK	3MP EFF	4MP MRK	4MP EFF	FIN MRK
6th Grade HomeRo	Strait,S									
SOC ST 6	Strait,S	A+	A	A-	A-	A	A			
MATH 6	Carlson,H	A	A	A	A	A-	A			
READING 6	Strait,S			A	A	A	A			
PE 6	Vouros,Jane	A	A	B-	B	C	B+			
ART 6	Ward,S	A-	A	B-	C	B	A			
CHORUS 6	Tenenbaum,M	B	B	A	A	B	B			
SCIENCE 6	Carlson,H	A	A+	A	A	A	A+			
ENGLISH 6	Strait,S	A-	A	A+	A	A	A			
HEALTH 6	Failla,M	A+	A							
CB ART 6	Choniski,A			P						
CB COMPUTER 6	Royal,K					P				
PROJ ADVENTURE 6	Vouros,Jane					P				

Uses In-depth Thinking Skills
Works Hard to Complete Task
Grasps New Concepts with Ease
Needs to Follow Directions
Practice Basic Skills
Outstanding Progress
Respectful Student
Respectful Student
Cooperates with Others
Grasps New Concepts with Ease

Good Class Participation

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St.
Sandy Hook, CT 06482

Home Room: 251A

QTR ABS: 5
QTR TRDY:0
YTD ABS: 11
YTD TRDY:0

Have a Safe and Happy Summer! ! !

Connecticut Mastery Test
Third Generation

Student Report

ADAM LANZA

Grade: 6

Birthdate: 04/22/92
Student ID: 10020012

Form: O
Test Date: 09/17/03

Class Code:
School: REED INTERMED
School Code: 0511
District: NEWTOWN
District Code: 097
State: Connecticut

Page 2

CTB McGraw-Hill

READING RESULTS

ADAM'S TOTAL READING SCALE SCORE = 305
(Score Range 100 - 400)

Adam scored at the Advanced level on the grade 6 Reading Test. Results for the two tests are presented below.

	Below Basic (207 or below)	Basic (208-221)	Proficient (222-238)	Goal* (239-294)	Advanced* (295 or above)
Student's Score 305					
School Average 273					
District Average 273					
				Goal Range	

DEGREES OF READING POWER (DRP)®

DRP Unit Score = 81 (Score Range: 15- to 99+)

Students who score at this level possess the knowledge and skills necessary to successfully perform tasks and assignments appropriately expected of a student at the grade 6 level with minimal teacher assistance. Generally, students who score at this level can comprehend textbooks and other materials typically used at grade 6 or above.

READING COMPREHENSION

Detailed information about these content strands can be found in the folder, "Understanding Your Child's Scores."

Content Strands	Mastery Criteria	Student's Score
• 1. Forming an Initial Understanding	7 of 10	9
• 2. Developing an Interpretation	5 of 7	7
• 3. Demonstrating a Critical Stance	9 of 13	10

Total Reading Comprehension Raw Score = 26
Total number of 6th grade content strands mastered = 3 out of 3

WRITING RESULTS

ADAM'S TOTAL WRITING SCALE SCORE = 307
(Score Range 100 - 400)

Adam scored at the Advanced level on the grade 6 Writing Test. Results for the two tests are presented below.

	Below Basic (185 or below)	Basic (186-208)	Proficient (209-237)	Goal* (238-283)	Advanced* (284 or above)
Student's Score 307					
School Average 263					
District Average 263					
				Goal Range	

DIRECT ASSESSMENT OF WRITING

HOLISTIC WRITING SCORE = 9 (Score Range: 2 to 12)

Generally, students who score at this grade 6 level produce fluent, somewhat developed and adequately elaborated papers with a mix of general and specific details. These papers show a satisfactory to strong organizational strategy with a progression of ideas and transitions.

EDITING & REVISING

Detailed information about these content strands can be found in the folder, "Understanding Your Child's Scores."

Content Strands	Mastery Criteria	Student's Score
• 1. Composing/Revising	14 of 18	17
• 2. Editing	14 of 18	18

Total Editing & Revising Raw Score = 35
Total number of 6th grade content strands mastered = 2 out of 2

• = Mastered this Content Strand   ** = Did Not Master this Content Strand   * = Within Goal Range

0007014

Connecticut Mastery Test
Third Generation

Student Report

ADAM LANZA

Grade: **6**

Birthdate: 04/22/92
Student ID: 10020012

Form: O

Test Date: 09/17/03

Class Code:
School: REED INTERMED
School Code: 0511
District: NEWTOWN
District Code: 097
State: Connecticut

Page 1

CTB McGraw-Hill

OVERALL RESULTS

Adam scored at the Goal level on the Mathematics Test, scored at the Advanced level on the Reading Test and scored at the Advanced level on the Writing Test.

	Below Basic (Level 1)	Basic (Level 2)	Proficient (Level 3)	Goal* (Level 4)	Advanced* (Level 5)
MATHEMATICS				+	
READING					+
WRITING					+
				Goal Range	

MATHEMATICS RESULTS

ADAM'S TOTAL MATHEMATICS SCALE SCORE = 289

(Score Range 100 - 400)

Adam scored at the Goal level on the grade 6 Mathematics Test. Generally, students who score at this level possess the knowledge and skills necessary to perform the tasks and assignments expected of sixth graders with minimal teacher assistance. These students demonstrate well-developed computational skills, conceptual understanding and problem-solving skills.

		Below Basic (190 or below)	Basic (191-214)	Proficient (215-244)	Goal* (245-292)	Advanced* (293 or above)
Student's Score	289					
School Average	284					
District Average	284					
					Goal Range	

Content Strands	Mastery Criteria	Student's Score
Number Sense		
• 1. Place Value	4 of 6	6
• 2. Pictorial Representations of Numbers	4 of 6	6
• 3. Equivalent Fractions, Decimals and Percents	3 of 4	4
• 4. Order, Magnitude and Rounding of Numbers	6 of 8	7
Operations		
• 5. Models for Operations	6 of 8	7
• 6. Basic Facts	4 of 6	6
• 7. Computation with Whole Numbers and Decimals	4 of 6	6
• 8. Computation with Fractions	4 of 6	5
• 9. Solve Word Problems	4 of 6	5
Estimation And Approximation		
• 10. Numerical Estimation Strategies	4 of 6	6
• 11. Estimating Solutions to Problems	3 of 4	4
Measurement		
• 14. Time	3 of 4	4
• 15. Approximating Measures	4 of 6	6
• 16. Customary and Metric Measures	6 of 8	6

Content Strands	Mastery Criteria	Student's Score
Spatial Relationships And Geometry		
• 17. Geometric Shapes and Properties	4 of 6	6
• 18. Spatial Relationships	4 of 6	6
Probability And Statistics		
• 19. Tables, Graphs and Charts	4 of 6	6
**20. Statistics and Data Analysis	4 of 6	3
• 21. Probability	4 of 6	5
Patterns		
• 22. Patterns	4 of 6	5
Algebra And Functions		
• 23. Algebraic Concepts	3 of 4	3
Discrete Mathematics		
• 24. Classification and Logical Reasoning	4 of 6	6
Integrated Understandings		
**25. Mathematical Applications	6 of 9	4

Total Mathematics Raw Score = 122
Total number of 6th grade content strands mastered = 21 out of 23

• = Mastered this Content Strand   ** = Did Not Master this Content Strand   * = Within Goal Range

0007013

NEWTOWN PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date June 5, 2006

Mr. & Mrs. Peter Lanza
(Name of Parent/Guardian or Student)
36 Yogananda St.
Sandy Hook, Ct. (Address) 06482
(Zip Code)

Dear Mr. & Mrs. Lanza

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:

Adam Lanza DOB: 4-22-92 The meeting is scheduled as follows.
(Student's Name)

Date: Friday 6-16-06 Time: 8:40 a.m. Location: Newtown Middle School C-Wing Conference Room

The purpose of this meeting is to: (check all that apply)

- ☐ discuss a referral to special education and consider/plan an evaluation
- ☐ review evaluation results and determine eligibility for special education
- ☐ develop, review or revise the IEP
- ☐ conduct an Annual Review
- ☐ consider transition needs/services – student will be invited to attend the meeting and: (check all items below that apply)
  - ___ a statement of transition services needs will be developed (required at the annual review following a student's 13th birthday, and annually thereafter)
  - ___ transition goals and objectives in the IEP will be developed/reviewed/revised (required at the annual review following a student's 15th birthday)
  - ___ the agency representative(s) listed below will be invited to attend to assist in transition planning
- ☐ plan a reevaluation to determine continuing eligibility for special education and related services
- ☐ review reevaluation results to determine continuing eligibility for special education and related services
- ☒ other: (specify) High School Transitional

The following individuals have been invited to attend:

D. Sherlock - Principal Name Administrator	M. Mas - Special Education Dept. Chairman - H. S. Name and Title
A. Privalsky Name Student's Reg. Ed. Teacher	J. Tolson - Guidance H.S. Counselor Name and Title
M. A. Bisson Name Special Education Teacher	J. Calabro - Special Ed. Dept. Assistant Name and Title
Name Student	D. Mendoza - H.S. Tutor Name and Title
S. Connelly/K. MacKinney Name and Title Guidance Counselor	Name and Title

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individuals to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

If you have any questions or wish to reschedule the meeting please contact me at 426-7640
(Telephone No.)

Sincerely,

R. Rousseau
School Psychologist
(Name and Title)

☒ A copy of Procedural Safeguards in Special Education is enclosed.

☐ A copy of this notice has been sent to the parent(s). (This is required if rights under IDEA have been transferred to the dent at age 18. When rights transfer, meeting notices must be sent to the student with a copy to the parents.)

Student: Lanza, Adam DOB: 4/22/1992 District: Newtown Meeting Date: 6/16/2006

Last Name, First Name mm/dd/yyyy mm/dd/yyyy

LIST OF PPT RECOMMENDATIONS

Continue with tutoring through the summer and into the Fall – up to 10 hours/week;

Choose a case manager to work with the parent

Begin to introduce the school psychologist to Adam in an effort to decrease Adam's anxiety about being in the presence of others. This effort is designed to establish rapport between Adam and the school psychologist for a future evaluation.

The 8th grade end of the year final to be given to parent to explore his math gaps

Department chair to contact the Math department chair to discuss beginning math instruction in the high school

Case manager to explore the selection of literature for English I – can not be figurative or juvenile

Classes for Adam will include: CPA English I, Int. Math I,CPA Modern European, CPA Asian and Science with D. Mendosa

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Student: Lanza, Adam (Last Name, First Name) DOB: 4/22/1992 (mm/dd/yyyy) District: Newtown Meeting Date: 6/16/2006 (mm/dd/yyyy)

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: NMS

Age: 14 Current Grade: 8 H.S. Credits: ____ Gender: ☐ Female ☒ Male

Home School: ☒ Yes ☐ No Specify: NMS

Race/Ethnicity: ☐ Am.Ind. or Alask. Nat. ☐ Asian / Pacif. Is ☐ Black or Af.Am. ☒ White ☐ Hispanic

School Next Year: Home School: ☒ Yes ☐ No Specify: NHS

If your school district does not have its own high school, is the student attending his/her designated high school? ☐ Yes ☐ No ☒ NA

ID#: ____ Case Manager: Special Ed Teacher

Student Address[1]: 36 Yogananda St., Sandy Hook

Student Instructional Lang: ☒ English ☐ Other: (specify) ____

Parent/Guardian (Name): Ms. Nancy Lanza

Home Dominant Lang: ☒ English ☐ Other: (specify) ____

Parent/Guardian (Address): ☒ Same

Student Home Phone: 426-8167 Parent Home Phone: ____

Surrogate: ____

Parent Work Phone: ____ Misc. Phone: ____

(Name and Address): ____

Most Recent Eval. Date: ____ (mm/dd/yyyy) Next Reevaluation Date: ____ (mm/dd/yyyy)

Reason for Meeting[2]: ☐ Review Referral ☐ Plan Eval/Reeval ☐ Review Eval/Reeval ☐ Determine Eligibility ☐ Develop IEP ☐ Review or Revise IEP ☐ Conduct Annual Review ☐ Transition Planning ☐ Manifestation Determination ☒ Other(specify) high school transition

Primary Disability: ☐ Autism ☐ Emotional Disturbance ☐ Multiple Disabilities ☐ Speech or Language Impaired ☐ Other Health Impairment ☐ Deaf – Blindness ☐ Hearing Impairment ☐ Orthopedic Impairment ☐ Traumatic Brain Injury ☐ OHI – ADD/ADHD ☐ Developmental Delay (ages 3-5 only) ☐ Intellectual Disability ☐ Specific Learning Disabilities ☐ Visual Impairment ☒ To be determined

The next projected PPT meeting date is: ____

- Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services) ☐ Yes ☐ No
- Is this an amendment to a current IEP? ☐ Yes ☒ No
  If yes, what is the date of the IEP being amended? ____
- Amendments attached ☐ Yes ☒ No

Team Member Present (required)

Admin/Designee:	Jan Calabro	Spec. Educ. Teacher:	M. Bisson	OT:	
Parent/Guardian:	Nancy Lanza	School Psych:	B. Rousseau	PT:	
Parent/Guardian:		Social Work:		Agency:	
Surrogate Parent:		Speech/Lang:		Other: (specify)	
Student:		Guidance:	Jeff Tolson	Other: (specify)	
Student's Reg. Ed. Teacher:	D. Mendosa	Nurse:		Other: (specify)	

[1] Address of student's primary residence. [2] May choose more than one

Student: Lanza, Adam DOB: 4/22/06 District: Newtown Meeting Date: 06/16/06
Last Name, First Name mm/dd/yyyy mm/dd/yyyy

SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Homebound		10 hrs/wk	Sp Ed teacher	Tutor	6/23/06	12/12/2006	5	
Related Services								

*Instructional Site:	1. Regular Classroom	2. Resource/Related Service Room	3. Self-Contained Classroom	4. Community-Based	5. Other: off-site/at NHS after school hours
Description of participation in General Education					

Note: Each Item #1-13 must include a response

1. Assistive Technology: ☒ Not Required ☐ Required: See Pg. 8
2. Applied (Voc.) Ed: ☐ Regular ☐ Special (specify) ☒ N/A
3. Physical Education: ☐ Regular ☐ Special (specify) ☒ N/A
4. Transportation: ☐ Regular ☐ Special (specify) ☐ N/A

5. Length of School Day: (Specify) 2 hours on average
6. Number of Days/Week: (Specify) 5
7. Length of School Year: (Specify) standard

8. Total School Hours/Week: (Specify) 10 hours of homebound instruction	9. Special Education Hours/Week: (Specify) 10	10. Hours per week the student <u>will spend</u> with children/students who do not have disabilities (time with non-disabled peers): 0

11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers? ☐ Yes ☒ No

12. Extended School Year Services: ☐ Not Required ☒ Required: See service delivery grid above or an additional page 11 for services to be provided ☐ Required: Continue to implement current IEP

13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc., with students who do not have disabilities: Adam will not participate in regular education classes at this time

☐ Not Applicable: Student will participate fully

b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that s/he would attend if not disabled, the PPT must justify this removal from the regular education environment.
☐ Not applicable: Student will participate fully

☒ The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation – use additional pages if necessary) Adam's psychiatrist does not believe that Adam can function in a regular education environment at this time due to extreme anxiety

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act.

Student: Lanza, Adam (Last Name, First Name) DOB: 4/22/1992 (mm/dd/yyyy) District: Newtown Meeting Date: 6/16/2006 (mm/dd/yyyy)

PRIOR WRITTEN NOTICE

Actions Proposed	Reasons for proposed actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions proposed (dated)	Date These actions will be implemented
Begin the process of evaluation by having the school psychologist meet Adam. Tutoring in science and/or math, as tolerated by student, up to 10 hours of tutoring/week	☒ Educational performance supports proposed actions ☐ Evaluation results support proposed actions ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria ☒ Other Dr. Fox's recommendations	☐ Achievement ☐ Adaptive ☐ Classroom Observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Review of Records ☐ Social Emotional Behavior ☒ Teacher Reports 6/16/2006 ☒ Other letters from Dr. Fox 11/15/05; 3/29/06	(Minimum five school days from date parent received prior written notice) date(s): 6/23/2006

Actions Refused	Reasons for Refused actions	Evaluation procedure, assessment, records, or reports used as a basis for the refusal (dated)
Initial evaluation	☐ Educational performance supports refusal ☐ Evaluation results support refusal ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria ☒ Other As per Dr. Fox, Adam is not able to be evaluated at this time due to extreme anxiety	☐ Achievement ☐ Adaptive ☐ Classroom Observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Review of Records ☐ Social emotional Behavior ☒ Teacher Reports ☒ Other: letters from Dr. Fox 11/15/05; 3/29/06

Other options considered and rejected in favor of the proposed actions	Rationale for rejecting other options	Other factors that are relevant to this action	Exit Information
☐ Full-time placement in general education with supplementary aids and services. ☒ No other options were considered and rejected. ☐ Other options considered and rejected in favor of this action:	☐ Options would not provide student with an appropriate program in the least restrictive environment ☐ Other: (specify)	☐ There are no other factors that are relevant to the PPT decision ☒ Information/concerns shared by the parents ☐ Information/preferences shared by the student ☐ Other: (specify)	☐ Date of exit from Special Education ☐ Returning to general education ☐ Reason for exiting Special Education:

Parents please note: Under the procedural safeguards of IDEA, a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections ☒ **was made available previously this school year** (date) 6/16/2006 ☐ **is enclosed with this document** A copy of Procedural Safeguards in Special Education is available on school district website : http://www **[Delete if not available on line]**. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: www.state.ct.us/sde/deps/special/index.htm.

Progress Report

Progress Period: Feb '96

Dear Parents:

Please find a copy of your child's current Individualized Education Plan attached to this letter. Your child's progress in accomplishing each objective on the IEP has been evaluated by the preschool team. The following rating system has been used to provide you with information about your child's development.

M	=	Objective has been mastered or maintained
LP	=	Little or no progress
P	=	Progress noted
NI	=	Objective not introduced

If you have any questions, concerns or comments, please call the preschool office at 642-8510 and a preschool team member will get back to you immediately.

Trudi Googins

Trudi Googins, M.S., CCC-SP
Speech-Language Pathologist

Barbara Sluchman

Speech-Language Assistant

Attachment

ADDITIONAL INFORMATION:

INDIVIDUAL PROGRAM:

1. READINESS SKILLS

Persons Responsible: Preschool Staff
Methods of Evaluation: Post-Testing/Classroom Observation

2/12/96

1.1 Adam WILL DEVELOP PRESCHOOL READINESS AND LANGUAGE SKILLS.

1.1.1 Adam will match, identify and name 4 shapes (circle, square, triangle, diamond), first with objects and then with pictures. LP

1.1.2 Adam will sort and classify household objects according to function, location and size. P

1.1.3 Adam will identify pictures and then use labels to describe pictures displaying these quantity concepts: a few, many, more. P

1.1.4 Adam will develop an understanding of these (size) attribute words: large, long, tall, heavy and bumpy; and then will use those words to describe objects and pictures during classroom activities. P

1.1.5 Adam will follow directions in the classroom with these location words: over, between, behind, around and beside. P

1.1.6 Adam will use the progressive verb tense to describe action in the classroom (ie. Ball fallING.). P

1.1.7 Adam will use the 'wh' question words 'where, what and why' to ask questions during play. LP

1.2 Adam WILL DEVELOP APPROPRIATE SOCIAL-EMOTIONAL SKILLS IN THE CLASSROOM.

1.2.1 Adam will develop the ability to share and take turns. P

1.2.2 Adam will develop the ability to ask for and accept the help of others. P

1.2.3 Adam will use words to express his feelings of frustration and anger. LP

Adam Lanza

2. ARTICULATION SKILLS

Persons Responsible:
Methods of Evaluation:

2.1 Adam WILL DEVELOP AGE-APPROPRIATE ARTICULATION SKILLS.

2/2/96

2.1.1 Adam will transfer correct production of these sounds to their final position of words: /d/, /b/, /p/ and /m/, and then transfer production to spontaneous speech. P

2.1.2 Adam will produce the following sounds: /h/; /t/; /n/; /au/ (hOUse); /u/ (shOE) in this production hierarchy:

- a. isolation
- b. syllables (initial and final position)
- c. words (initial and final position)
- d. sentences
- e. conversational speech

P

2.1.3 Adam will produce words with the CV_1CV_2 syllable structure, utilizing phonemes he has mastered in functional vocabulary (ie. baby, daddy). NI

2.1.4 Adam will develop the continuous airflow necessary for sounds such as /sh/, /s/ and /f/, first in nonsense syllables and then in mono-syllabic words. P

2.1.5 Adam will independently use a variety of non-verbal communication behaviors including gesture, body movement, facial expression and showing, to supplement speech when others are having difficulty understanding him. M

[redacted]

[redacted]

[redacted]

[redacted]

SANBORN REGIONAL SCHOOL DISTRICT

SERVING THE TOWNS OF KINGSTON AND NEWTON
SCHOOL ADMINISTRATIVE UNIT NUMBER 17
178 MAIN STREET
KINGSTON, NEW HAMPSHIRE 03848
(603) 642-3688 — FAX (603) 642-7885

Maryann B. Clancy, Ph.D.
Assistant Superintendent of Schools

John H. Handfield, Ed.D.
Superintendent of Schools

P. Alan Pardy, Ed.D.
Director of Student Services

May 2, 1995

Mr. and Mrs. Peter Lanza
44 Depot Road
East Kingston, NH 03827

Dear Mr. and Mrs. Lanza:

Enclosed please find your copy of Adam's Annual Statement of Program and Individualized Educational Program which you recently signed.

If you have any questions or concerns, please feel free to contact this office at 642-8510.

Sincerely yours,

Lynn F. Maxwell

Lynn F. Maxwell
Preschool Secretary

enclosure

SCHOOL ADMINISTRATIVE UNIT NO. 17
OFFICE OF SPECIAL SERVICES
SPECIAL EDUCATION EVALUATION AND PLACEMENT TEAM
MEETING MINUTES

STUDENT: Adam Lanza DATE: April 20, 1995
SCHOOL: Kingston Children's Center D.O.B.: 4/22/92
GRADE: Preschool
PURPOSE OF MEETING: Develop an Individualized Education Plan (IEP) and Annual Statement of Program (ASP)
PARTICIPANTS:

Ms. Lanza, Parent
S. Gottwald, Preschool Coordinator & Speech/Lang. Pathologist
J. Hughes, Principal
M. Byrne, Sanborn Regional School District Special Educator

DISCUSSION: Hughes explained the purpose of the meeting. Ms. Lanza shared that the recent hearing test results are normal. Gottwald and Byrne reviewed the recommended goals and objectives.

Ms. Lanza asked where Adam's placement would be in the fall. Gottwald began to review the Annual Statement of Program (ASP).

Ms. Lanza asked if summer program would be provided for Adam. Hughes and Gottwald explained that the regulations for extended year program require that the team has evidence of severe regression of skills for Adam. This would not be the case for Adam because he is just beginning special services at this time. After telephone conversation with Dr. A. Pardy, decisions about summer programming will be considered in June, 1995. In addition, the summer program is a maintenance program for intensely involved or multiply handicapped students.

The team recommended Kingston Children's Center as the continuing placement for Adam for the remainder of this school year and next year. Hughes will confirm with KCC to have Adam in the Monday, Tuesday, Wednesday class.

Ms. Lanza asked if she could communicate with the teachers or with Byrne to discover the results of consultation and how the teachers are meeting his needs. Gottwald explained that Byrne or the speech/language pathologist who works with Adam would gladly report results or Ms. Lanza could attend the consultation sessions at Kingston Children's Center.

ACTION: Ms. Lanza took the IEP/ASP to share with her husband.
CASE MANAGER: S. Gottwald MINUTES RECORDED BY: J. Hughes
COPIES TO ALL PARTICIPANTS AND: All participants & A. Pardy, Pupil Services Director
NEXT MEETING: in one year
PARENTS RECEIVED STATEMENT OF RIGHTS: previously

rec'd 4/17

NH Department of Education
101 Pleasant Street
Concord NH 03301
Telephone (603) 271-6693

ANNUAL STATEMENT OF PROGRAM

DATA ENTRY PAGE

SPEDIS codes are listed on the back of this form.

DIRECTIONS: Complete the box INFORMATION ABOUT THIS FORM. Enter ALL data under STUDENT INFORMATION. Enter ONLY new information or corrections on the remainder of the form. IT IS NOT NECESSARY TO RE-ENTER DATA ALREADY ON SPEDIS.

INFORMATION ABOUT THIS FORM

Completed by: Gottwald Date: 4/17/95
School or District: SRSD Phone:

This document will:
- [x] Add a new student to SPEDIS
- [ ] Add new information to a student record
- [ ] Discharge this student
- [ ] Correct errors in this student's SPEDIS record

STUDENT INFORMATION

Student Name (Last) Lanza
(First) Adam (M.I.)
SPEDIS ID Number 5595559
Date of Birth (Month, Day, Year) 042292 Sex (M/F) M
Home Language English
Person Responsible for Student Parents
Town of Legal Residence Kingston

EVALUATION INFORMATION

Evaluation Team Meeting Date (Month, Day, Year) 032495

Examiner		Date (Month, Year)	Assessments
04	Educator	0395	01
20	S-L Path	0395	03

Educational Disabilities 1st 04 2nd 3rd 4th

Was a vocational evaluation done? (Answer required for students age 14 - 21) [ ] No [ ] Yes (Enter date)

PLACEMENT INFORMATION

Placement Team Meeting Date (Month, Day, Year) 042195 District of Liability SRSD

SPECIAL EDUCATION PLACEMENT #1

Person/Agency Responsible for Placement District
Dates: (Begin) 050195 (End) 061095 (Begin) 091295 (End) 043096
Building Number 028390000 KCC Preschool
Program Number I 9 1 Hours: 8

For "M80" (preschool outreach) programs & other special cases: enter additional building number

Related Service(s)	18 S-L Ind	19 S-L Grp	02 Consulta		
1/2 Hr. Units/Wk.	01	01	01		

SPECIAL EDUCATION PLACEMENT #2

Person/Agency Responsible for Placement
Dates: (Begin) (End) (Begin) (End)
Building Number
Program Number
Related Service(s)
1/2 Hr Units/Wk.

REGULAR EDUCATION PLACEMENT Regular Class Hours Per Week

EXIT INFORMATION

CHILDFIND: Reason for No District Service Effective Date (Month, Day, Year)
DISCHARGE: Reason for Ending Liability Effective Date (Month, Day, Year)
If student moved to another NH district, enter new district

White copy - Parent Yellow Copy - State or Data Entry Pink Copy - District 10/94

ANNUAL STATEMENT OF PROGRAM - SPEDIS CODES

HOME LANGUAGE

00	English	13	Hebrew
01	French	14	Arabic
02	Spanish	15	Lao (Laos)
03	ASL	16	Kannada (India)
04	Greek	17	Kmer (India)
05	Finnish	18	Gujarati (India)
06	Italian	19	Korean
07	Portugese	20	Armenian
08	Polish	21	Kahmer (Cambodia)
09	Japanese	22	Nepali (Nepal)
10	Chinese	23	Swahili
11	Vietnamese	24	Russian
12	German		

RESPONSIBLE FOR STUDENT

Blank	Parent
01	Adult Student
02	Guardian
03	Surrogate Parent

EXAMINERS

01	Audiologist
02	Associate Psychologist
03	Associate School Psychologist
04	Certified Educator
05	Guidance Counselor
06	Licensed Physician
07	Neurologist
08	Occupational Therapist
09	Opthalmologist
10	Optometrist
11	Otolaryngologist
12	Otologist
13	Psychiatrist
14	Psychologist
15	Physical Therapist
16	S.A.I.F.
17	School Nurse
18	School Psychologist
19	Social Worker
20	Speech-Language Pathologist
21	Speech-Language Therapist
22	School Principal
23	Vocational Educator

ASSESSMENT AREAS

01	Academic Performance
02	Adaptive Behavior
03	Communication Skills
04	Health
05	Hearing
06	Intelligence
07	Motor Ability
08	Observation
09	Social/Emotional Status
10	Vision
11	Vocational

EDUCATIONAL DISABILITIES

01	Mental Retardation
02	Hearing Impairment
03	Deafness
04	Speech or Language Impairment
05	Visual Impairment
06	Emotional Disability
07	Orthopedic Impairment
08	Other Health Impairment
09	Specific Learning Disability
10	Deaf-Blindness
11	Multiple Disabilities
12	Autism
13	Traumatic Brain Injury
20	Early Identification (Age Birth-3)
30	Developmental Delay

RESPONSIBLE FOR PLACEMENT

Blank	District
01	Parent
02	Court
03	NH Division of Children, Youth & Families

RELATED SERVICES

01	Audiological Services
02	Consultation to Staff
03	Counseling (Individual)
04	Counseling (Group)
05	Diagnostic Services
06	Individual Tutor or Aide
07	Interpretive Services
08	Occupational Therapy (Individual)
09	Occupational Therapy (Group)
10	Orientation/Mobility
11	Parent Counseling & Training
12	Physical Therapy (Individual)
13	Physical Therapy (Group)
14	Prosthetic/Orthotic Devices
15	Recreation
16	School Health Services
17	Social Work Services in Schools
18	Speech Pathology (Individual)
19	Speech Pathology (Group)
20	Transportation
21	Assistive Technology Device
22	Assistive Technology Service
23	Rehabilitation Counseling Service

CHILDFIND REASONS

10	Services Refused
11	Student Age Birth - 3 or 21 - 22
12	No Physical/Emotional Stamina
20	Dropped Out of School

DISCHARGE REASONS

01	Moved Out of State
02	No Longer Has an Educational Disability
03	High School Graduation - Standard Diploma
04	Student is 22 years old
05	Deceased
06	Moved to Another NH District
08	High School Graduation - Other

SPEDIS codes for **TOWNs**, **DISTRICTs**, **BUILDINGs**, and **PROGRAMs** may be found on line in the INformation section of the SPEDIS data base, or consult the individual responsible for maintaining your district's SPEDIS records within your school, district or SAU.

SCHOOL ADMINISTRATIVE UNIT NO. 17
OFFICE OF SPECIAL SERVICES

REPORT ON DETERMINATION OF EDUCATIONAL HANDICAP

NAME: Adam Lanza SCHOOL: SR Preschool Program

DOB: 4/22/92 GRADE: Preschool

DATE: 3/24/95 TEACHER: —

Based on test results and observations, the Special Education Evaluation and Placement Team feels that this student exhibits academic difficulty in the following areas which is not correctable without special education or special education and educationally related services:

1.____ Oral Expression
2.____ Listening Comprehension
3.____ Written Expression
4.____ Basic Reading Skills
5.____ Reading Comprehension
6.____ Math Calculations
7.____ Math Reasoning
8.____ Other:______________

____ The evaluation team members signing below feel that a severe discrepancy between intellectual ability and achievement exists and that the above named student is educationally handicapped due to a learning disability, and that his/her academic problems are not primarily the result of hearing or vision problems, emotional problems, motor handicap, mental retardation, or environmental, cultural or economic disadvantage. The report reflects the conclusions of all those signing below.

____ Based on test results and observations, the evaluation team feels that a severe discrepancy between intellectual ability and achievement does not exist.

✓ The evaluation team members signing below feel that the above named student is handicapped due to speech and language needs.

____ Based on this evaluation, the above named student was not found to be educationally handicapped at this time.

Signature of Team Member	Title
Nancy J Lanza	
Stacy R. Gotthold	Speech-Language Pathologist
Marjorie M. Bigane	District Special Educator
Dr Joyce B. Hughes	Principal

Form #8A
SAU #17 (9/88)

White: School File
Yellow: Parent
Pink: Special Ed. Office

SCHOOL ADMINISTRATIVE UNIT NO. 17
OFFICE OF SPECIAL SERVICES

SPECIAL EDUCATION EVALUATION AND PLACEMENT TEAM
MEETING MINUTES

STUDENT: Adam Lanza DATE: March 24, 1995
SCHOOL: Kingston Children's Center D.O.B.: 4/22/92
PURPOSE OF MEETING: Evaluation Feedback GRADE:
PARTICIPANTS:

Ms. Lanza, Parent
S. Gottwald, Preschool Coordinator & Speech/Lang. Pathologist
J. Hughes, Principal
M. Byrne, Sanborn Regional School District Special Educator

DISCUSSION: Hughes explained the purpose of the meeting. Gottwald reviewed previous history from the developmental evaluation. Byrne reviewed the observation and assessment done with Adam.

Gottwald reviewed the results of the speech/language assessment.

Ms. Lanza said Adam is being assessed by Dr. Fiske on April 5th.

Gottwald shared that Adam has significant speech delays and some concept delays.

Hughes explained that a plan would be developed within 30 days. Preschool programming would likely be a part of the plan. The classroom program would not begin until September since the area preschools end in early June. However, a plan for the provision of speech-language and educational services will need to be in place by april 22, 1995.

ACTION: Ms. Lanza signed the Determination of Handicap.
CASE MANAGER: S. Gottwald MINUTES RECORDED BY: J. Hughes
COPIES TO ALL PARTICIPANTS AND: All participants & A. Pardy, Pupil Services Director
NEXT MEETING: in 30 days
PARENTS RECEIVED STATEMENT OF RIGHTS: previously

Average to high average language skills
Good social language, good attention
structure of oral structures normal
normal range of motion +
~~coordination~~ ↓ rate + coordination

<u>Phonology disorder</u> (development of speech sounds)
with concomittant <u>apraxic-like behavior</u>
during running speech.

<u>Probable sensory integration disorder</u>*

Nice sense of humor

Mary Bamford OTR
1247 Washington Rd
Rye 03870
964-6561

Portsmouth Hospital C.A.T.C.H. Program
Cert. in Sensory Integration
O.T.

Sanborn Regional School District

Individualized Educational Program

Student: Adam Lanza
Parent: Nancy & Peter Lanza
Street: 44 Depot Rd.
Town/State: Kingston, NH 03848
Phone: Non-Published

Birth Date: 4/22/92
School Year: 94-5,95-6
Case Manager: S. Gottwald
SPEDIS ID#: 559559

School: Kingston Children's Center
Kingston, NH 03848

Grade: Preschool
Program Description: Other
Begin Date: 5/1/95 **End Date:** 4/30/96

Phone:
Coding: 04 Speech-Lang. Impaired

Review Date: 4/30/96
3 Year Eval. Date: 3/1/98

Services Provided:		**Hours/Wk:**
101 S-L/O.T. Program		6
18 Speech Path. (Ind.)	S/L Path.	0.5
19 Speech Path. (Group)	S/L Path.	0.5
02 Consultation to Staff		(.5)

Total Regular Ed Hours: 0
Total Special Ed Hours: 7
Total Class Hours: 7

Present Levels of Educational Performance:

STRENGTHS:

1) Creative and interactive play skills
2) Lengthy attention span
3) Persistent in completing difficult tasks.
4) Receptive language in the solid average range.
5) Follows multi-step directions with little help.

WEAKNESSES:

1) Numerous speech sound errors with decreased intelligibility of connected speech
2) Expressive language skills were below average.
3) Some readiness skills (shapes, quantitive words) were difficult.
4) Has limited skills for supplementary oral language in order to be understood.

LEARNING STYLE:

1) Will need short, structured articulation sessions with many opportunities to experience success with speech sound practice.
2) Will profit from a multi-sensory method for sound acquisition, highlighting visual and tactile modes as well as auditory input.
3) Will need many opportunities for successful interactions to be built into his day.

[redacted]

[redacted]

[redacted]

10

Adam Lanza 4/10/01

(5)

As an assistant for Dr. Von Bunsen Burner, you are working on an anti-gravity formula. Absent-mindedly you drink a bottle of the formula. Suddenly you begin to rise....

* Tell how you feel hanging in the air.

* Tell the reaction of others as they discover you.

* Tell how you will get down.

You did a great job describing your floating in the air.

Writing to a Prompt

Setting

dark
hot
red paint

description from the prompt — when / where

My own details

Character:

describe feelings, looks, ways of doing things

what character is doing ~ why

Main Event

What Happens	How Character Feels	Descriptions
1	1	1
2	2	2
3	3	3

Ending

Writing Assignment

I was making a formula with doctor von Bunsen Burner. It was anti-gravity formula. It was so thirsty that I could drink milk right out of a cows utter. I saw a drink that Bunsen was holding. I ran up to him and grabbed the drink and drank it. Then I felt like I was growing. I looked down and saw Von Bunsen Barner. I said "I'm floating." I bounced against the roof and went down and up and down and up until I was dizzy. I was starting to get bored

Writing Assignment

so I waited until I was on the roof and pushed my arms and felt like I was swimming. The other scientists were watching me. They were coming left and right asking docter Von Bunsen Burner. I yelled "Sorry mr. Burner!" Suddenly I felt something ache my stomach. Then I let out a thunderous burp and started to fall down. Kapphp! I went on the hard floor. I was punished and had to work fifty two days in a row. After my punishment I was never

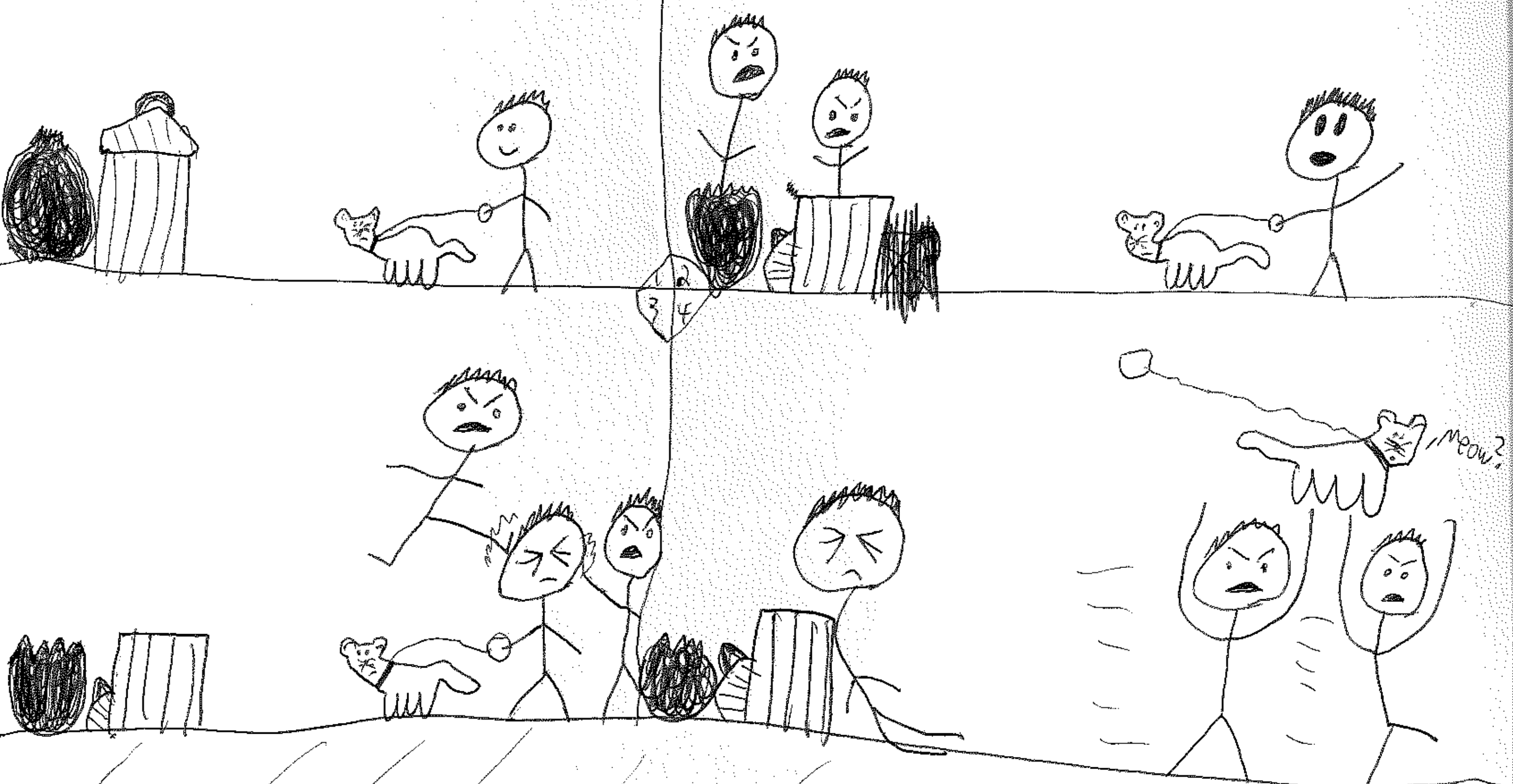
what had happen

Writing Assignment

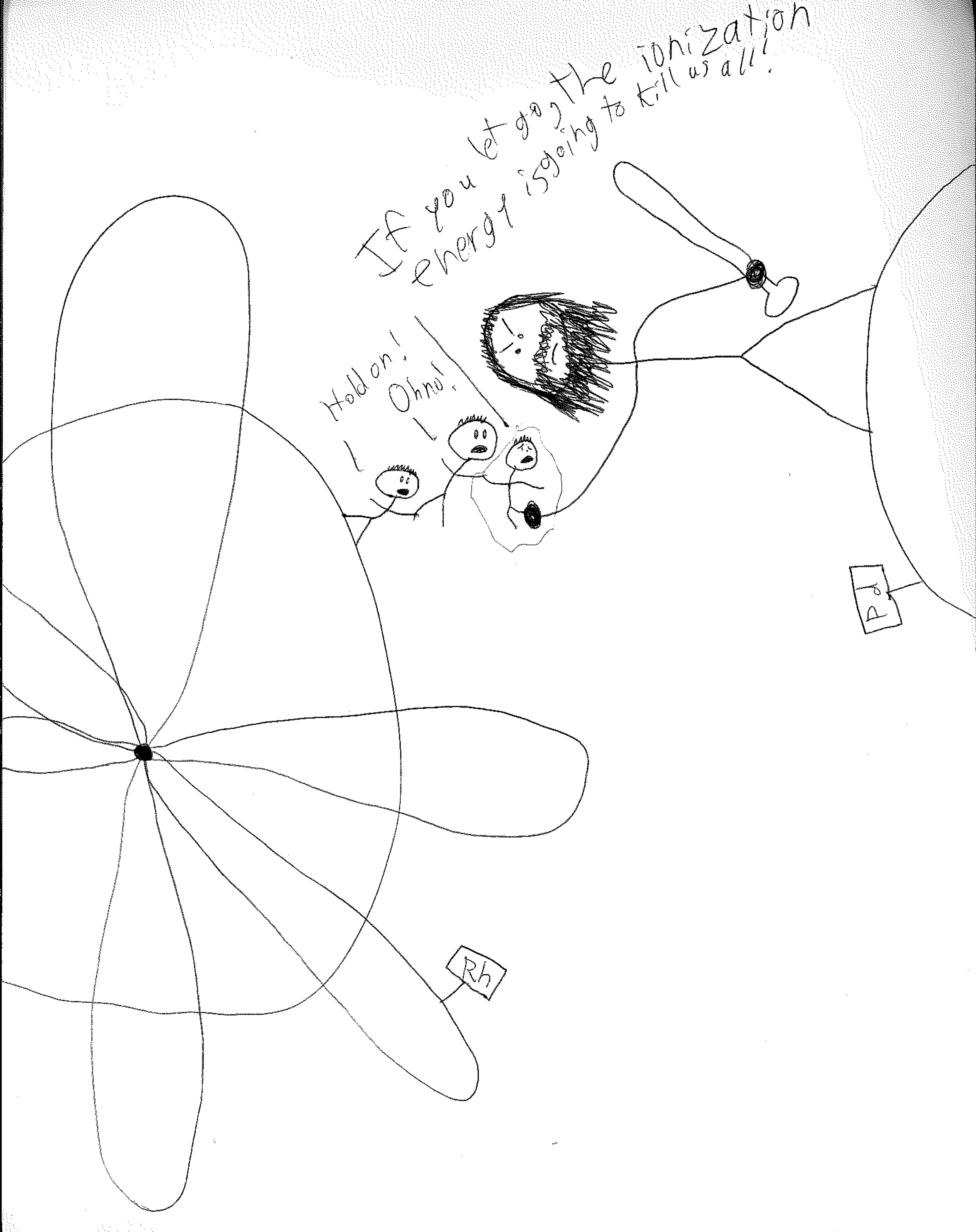
going to drink anything unless
I knew it was safe to
drink.

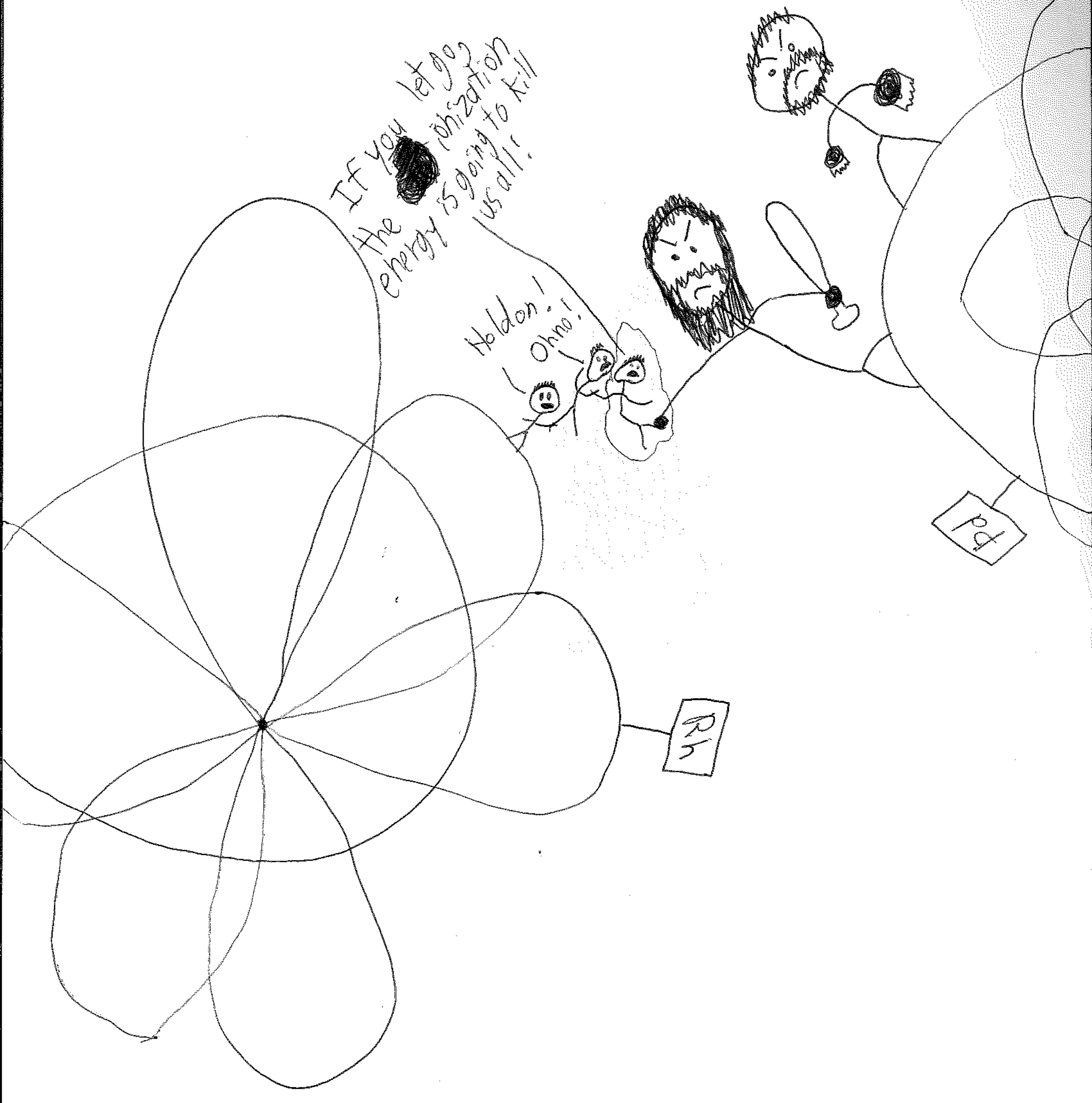
Adam 3

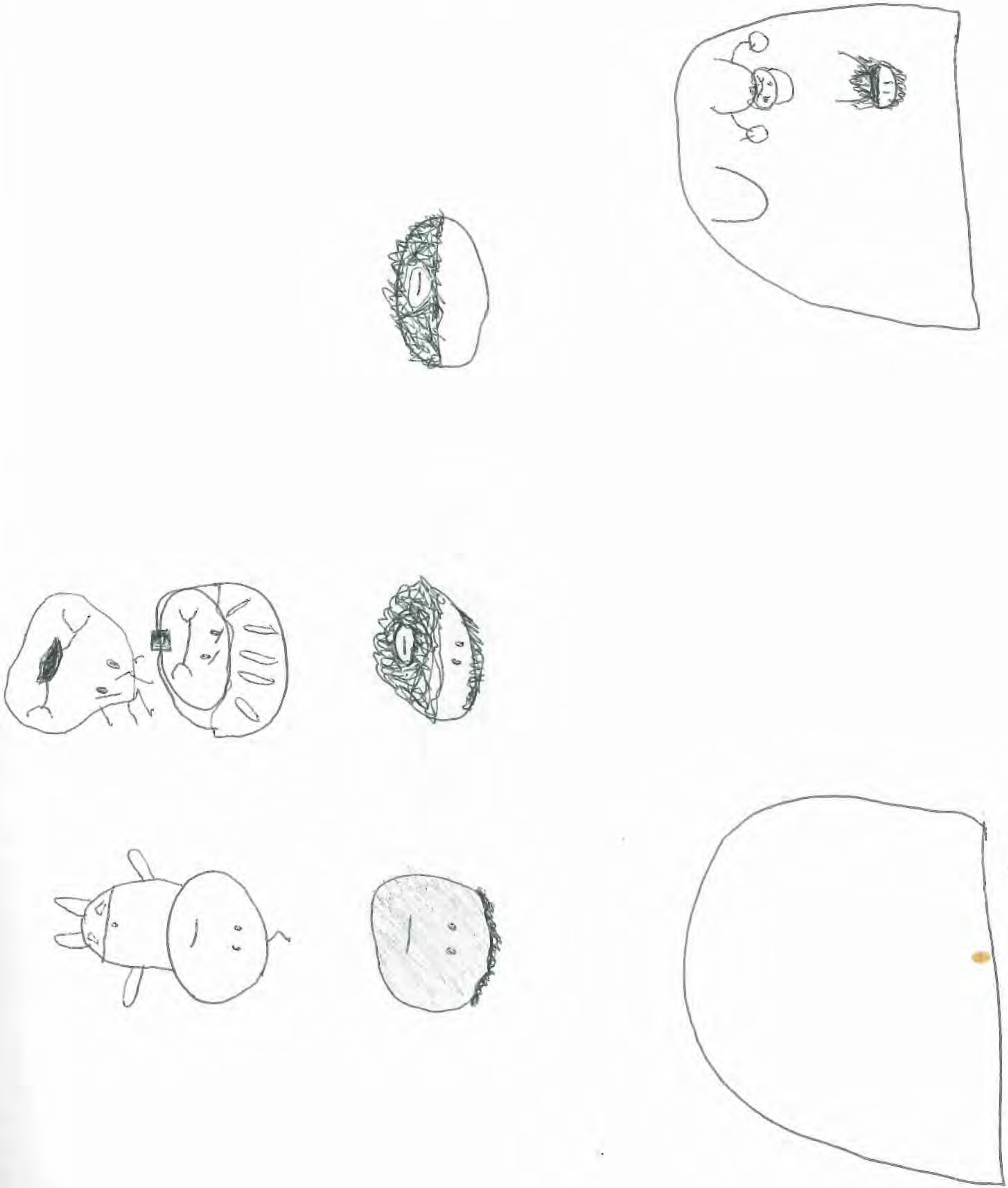
Einstein as a baby.

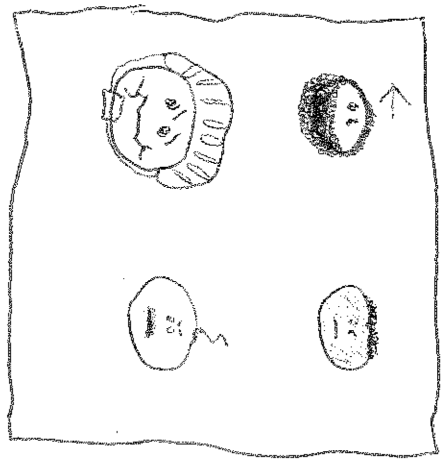


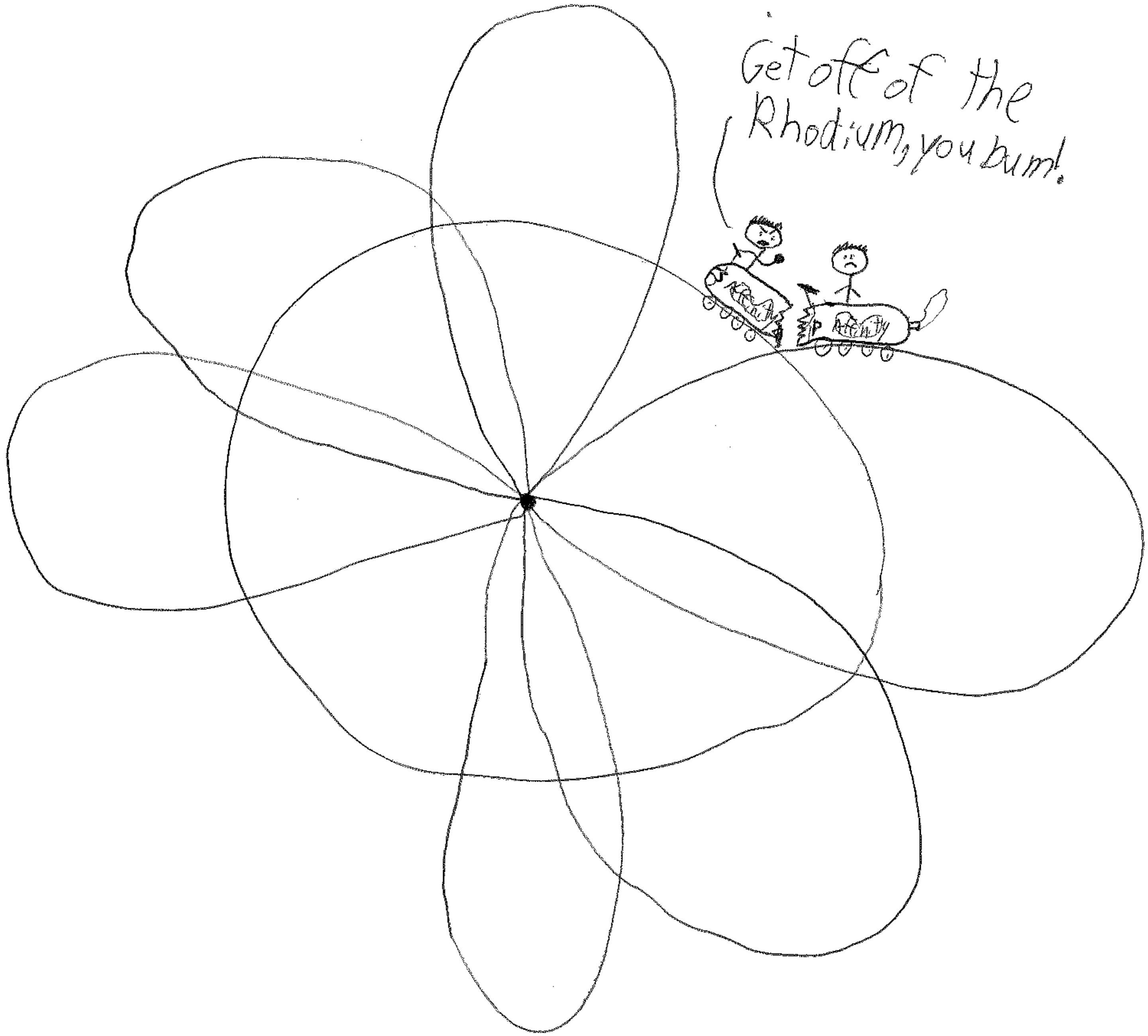
How anions are formed:

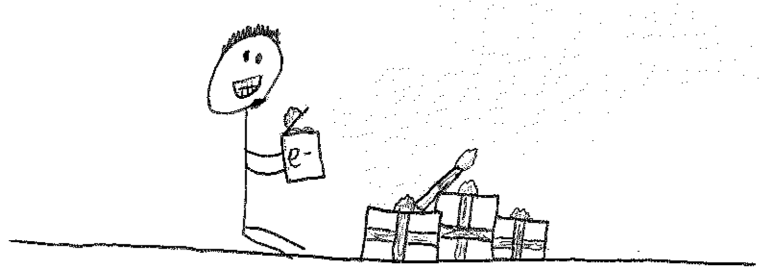

If you let go, the ionization energy is going to kill us all!
Hold on!
Oh no!
Pd
Rh


If you let go, the ionization energy is going to kill us all!
Holdon!
Ohno!
Rh
Pd






Get off of the Rhodium, you bum!



A halogen's eighteenth birthday.
(A noble occassion)

Ouch!... Stop that!

Dear Lourdes Cruz,

I would like to withdraw from CS 205, Data Modeling and Data Base Design. Thank you for your assistance in this matter. Please contact me at 203-426-8167 if you have any questions.

Sincerely,

Adam Lanza

Adam Lanza

TRANSMISSION VERIFICATION REPORT

TIME : 11/04/2008 14:49

DATE,TIME	11/04 14:49
FAX NO./NAME	19782365605
DURATION	00:00:31
PAGE(S)	02
RESULT	OK
MODE	STANDARD ECM

Dear Mr. Hawkings,

Adam Lanza is a High School student who seeks approval to enroll in the Website Production class. (Course # 50014) Attached please find a copy of his High School transcript and a recommendation from his adviser.

Please call me with any questions at (203) 426-8167.

Sincerely,

Nancy J. Lanza

Because of these physiologic limitations, success for the organic problem may be defined differently than for the functional problem. Rather than in maximum potential for *speech,* success in treating the organic problem lies in maximum potential for *communication*. In some cases, it may be possible to achieve normal, or at least a useful, articulation level. This may be done by using standard approaches to articulation therapy to improve articulatory accuracy, or it may involve teaching compensatory methods to more closely approximate normal articulation. In severe disorders, such as degenerative neurological disease or severely involved static neurological problems, prognosis for oral communication may be quite poor. For individuals with these disorders, nonoral communication strategies may be necessary either as an augmentative measure or as a total approach.

Working with severely involved organic disorders requires that the speech pathologist be knowledgeable enough to plan realistic goals. While it may seem obvious that an individual cannot progress beyond her physiologic limits, the speech pathologist must be able to recognize those limits and respond accordingly. It has not been unheard of to find patients who have spent years in speech therapy working on very limited goals and making minimal progress, when some of that energy might have been more productively directed toward nonoral communication. On the other side of the coin, all clinicians have seen patients who were never referred because the referral source felt there was no potential for improvement. When, in fact, these patients finally did make their way to the clinic, there was indeed some potential present. If a realistic appraisal is made, the most effective management can follow.

Counseling for organic communication disorders may be a difficult task, as many sensitive issues must be considered. Issues such as changing roles, acceptance of limited skills, deteriorating conditions, etc., are critical issues to patients. How they ultimately handle these crises affects the course of therapy. Counseling should always be honest, yet maintain a balance between the positive and the negative factors. For the individual with a poor prognosis, consideration of negative factors alone may destroy motivation and limit progress beyond the physiologic constraints. Emphasizing positive factors alone is misleading and may result in the patient setting very unrealistic goals for herself. One must always remember that recognizing the potential of the individual and communicating information to the family and patient in an honest and realistic way are as essential to the treatment process as are the specific treatment techniques used.

One final reminder should be mentioned concerning articulation problems. The population with organic disorders may also have functional problems; it cannot be assumed that all symptoms reflect organicity. Those who have organic disorders are subject to maturational lags and environmental influences just as everyone else is.

As has been mentioned, a number of types of organic disorders can affect articulation. Each of these will be considered in some detail.

APRAXIA OF SPEECH

Apraxia of speech is a term used to describe a motor disorder of speech programming that occurs in adulthood or in childhood. Although both the adult form and the child form share similar articulatory characteristics, the two forms have important differences. The adult form of apraxia of speech occurs long after completion of normal speech and language development. In childhood, apraxic speech errors become evident as the child's language develops. Furthermore, adult apraxia of speech occurs as a result of structural brain damage, whereas a neurological basis for childhood apraxia of speech has not been specified. The following sections deal with, first, apraxia of speech in adulthood and, secondly, developmental apraxia of speech.

Historically, much controversy has surrounded the adult form of apraxia of speech. There are some who insist that the articulatory manifestations labeled apraxia should be considered a linguistic impairment (Martin, 1974) and others who maintain that an isolated apraxia of speech almost never exists (Geschwind, 1975). However, Darley, Aronson, and Brown (1975) note that for 100 years observers of the speech and language of the left-brain-damaged person have identified the same characteristics over and over again, although each observer gave the symptom complex a different name—*expressive aphasia, aphemia,* and *cortical dysarthria,* to name a few. Darley et al. (1975) maintain that the term *apraxia of speech* is an all-inclusive label for the motor speech disorder that often accompanies aphasia.

We believe that there is an apraxia of speech and that it can be differentiated from other types of speech sound disorders. Clinical experience shows that it can be resolved via a method of treatment that does not produce results with other speech or language problems.

Definition. Apraxia of speech is defined as a sensorimotor speech disorder. It is manifested as an impairment of the central motor programming for the voluntary production of phonemes and the sequencing of muscle movements for the production of words (Darley et al., 1975; Wertz, 1978). In simpler terms, it might be said that the person cannot call up the commands for the motor programming necessary to produce individual or sequenced speech sounds. In the last chapter, Winitz outlined five levels of articulatory breakdown. Apraxia of speech results from breakdown at the fourth level, which is the level of articulatory planning. The most salient characteristics are errors in articulation of consonants and changes in the normal patterns of prosody. The articulatory programming problem, apraxia of speech, may appear alone in a left-brain-damaged person. However, the symptoms are most commonly seen in conjunction with aphasia, which refers to language disorders resulting from brain injury, and sometimes with dysarthria, the other motor speech disorder to be described later in this chapter. The point to be remembered is that aphasia and dysarthria are not the causes of apraxia; they are coexisting disorders.

Etiologies. Apraxia of speech is caused by the same insults to the brain that cause aphasia, namely, stroke, trauma, tumors, and infection. The probable site of lesion is the third frontal convolution of the left hemisphere, which is also called Broca's area. There is controversy regarding the exact site of damage causing apraxia; however, it is important to remember that a lesion causing apraxia of speech is not discrete. It nearly always results in the coexistence of aphasia and apraxia.

Speech Characteristics. Darley, Aronson, and Brown, in the classic book *Motor Speech Disorders* (1975), provide a detailed description of the characteristics of apraxia of speech. The following is a summary of their findings.

Apraxia of speech is most easily identified by difficulties in articulation. However, inability to coordinate phonation, rate, and/or stress may be observed. The manifestations of articulatory involvement are as follows:

1. Articulatory struggle occurs, during which the patient many times shows awareness of her difficulty. Some patients will get disgusted and give up with a gesture of "forget it."
2. Errors increase as the length of the word increases.
3. The articulation errors are inconsistent and vary among substitutions, repetitions, prolongations, and additions.
4. Sometimes the error will be perseverative with rearticulation of an already completed phoneme (*bottle-bobble*). Other times, the error seems to be anticipatory (*hospital-hostital*).

5. Consonants are more difficult than vowels.
6. Initial consonants are more troublesome than final consonants.
7. Articulation errors increase as the complexity of the motor pattern increases. Therefore, vowels are easier than single consonants, and single consonants are easier than consonant clusters. Of single consonants, fricative and affricate phonemes evoke the most errors.
8. To confound the clinician, the patient, and the patient's family, there are often islands of perfectly articulated speech, particularly when these are automatic or highly practiced utterances (Hi! How are you? Fine. What's going on? Where have you been?).
9. Patients articulate more easily when they can watch a highly visible word being pronounced by a clinician.

More recently, Canter, Trost, and Burns (1985) found that errors of *transition* were common for individuals with apraxia of speech. These are errors where the normal flow of articulation from sound to sound and syllable to syllable is disturbed. More specifically, this included errors such as stə rit/strit, f:laur/flaur and silent periods between the productions of phonemes in a word.

Associated Problems. Other impairments may or may not appear with apraxia of speech. Some patients present an oral apraxia, which is the inability to perform oral vegetative movements such as blowing, chewing, protruding the tongue, or licking the lips voluntarily upon request. Other apraxic patients may present an oral-sensory perceptual deficit (Rosenbek, Wertz, & Darley, 1973), such as the inability to recognize the form of an object placed in the mouth.

A great number of apraxic patients also manifest an accompanying aphasia, an inability to understand and use symbolic aspects of communication. They may have problems with auditory memory, sequencing, and discrimination. They may have difficulty with reading and reading comprehension. Writing and speaking may he marked with reduction of available language and difficulty in sentence formulation, use of correct syntax, and organization of material.

Furthermore, all of the physical, social, and emotional problems associated with brain damage are likely to be present. The physical problems may include hemiplegia, or weakness of the arm or leg, on the right side of the body. Patients with these symptoms are easily fatigued and sometimes unable to withstand frustration. When their frustration tolerance has been exceeded, they may experience such physical symptoms as hyperventilation, fainting, and rapid heartbeat. Apraxic patients may experience reduced sensation in the mouth and extremities and visual problems such as hemianopsia (loss of vision in one half of the visual field) and diplopia (double vision).

Emotional problems may include emotional lability, which is defined as inappropriate laughing and crying. Depression may set in earlier with apraxic patients than with aphasic patients, because apraxic patients are usually more aware of the loss of their speech ability than are aphasics. When it can be demonstrated to a patient that relearning can take place, the depression begins to lift. Anger and low self-esteem are often present due to the patient's loss of abilities and changes in relationships at home and at work.

The apraxic patient sometimes has even greater problems with adjustment to the condition than do the aphasics. Because the individual with apraxia of speech can self-monitor production so well, and because there is more language available, frustration with the inadequate production, the inconsistency of production, and the necessary slowness is at a high level.

Assessment. Although oral assessment has been covered in chapter 4, the following additional measures are especially important.

Because there is a high probability of the presence of both apraxia and aphasia in the same left-hemisphere-damaged patient, test batteries used for aphasia are appropriate for helping the clinician to ascertain the presence of apraxia. In addition,

there are informal methods of assessing the motor and sensory involvement of the articulators in both vegetative and verbal performance. These informal measures are often among the first tasks the clinician requests of the patient. By knowing the extent of the motor programming deficit, the clinician can better judge the oral language responses.

Assessing oral apraxia can be accomplished by making the following requests (La Pointe & Wertz, 1974):

Lip function

1. Show me how you blow.
2. Show me how you kiss.
3. Show me your teeth.

Jaw function

4. Show me how you chew.
5. Show me how to bite.
6. Show me how your teeth chatter.

Tongue function

7. Stick out your tongue.
8. Put your tongue on your teeth.
9. Lick your lips.

Observation of verbal apraxia can be facilitated by remembering the characteristics of the disorder and requesting tasks to elicit the presence or absence of the characteristics. The following checklist is adapted from Wertz (1978):

1. Vowel production is least likely to be affected. Ask the patient to produce all vowels in isolation.
2. Consonant blends, affricates, or fricatives are likely to be most difficult. Ask the patient to repeat words beginning and ending with /f, s, ʃ, tʃ, dʒ, z/. Also ask for production of a representative sample of blends of /l, r, s/.
3. Because no sequencing is involved, sometimes the repetition of single phonemes will be intact. Ask the patient to repeat single consonant phonemes, such as /b, p, t, d, g, k/ with a neutral vowel /ʌ/.
4. Repetition of multisyllable sequences should show error. Ask the patient to say [pʌ–tʌ–kʌ]. Ask the patient to produce multisyllabic words (*snowflake, considerable, synchronization*). Ask the patient to produce words of increasing length (*funny, funnier, funniest, seem, seeming, seemingly*).
5. Words with the same initial and final phoneme should show a greater number of errors in the initial position (*cake, tot, church, judge, fife, peep,* etc.).
6. Repetition of sentences and descriptions of action pictures will be very difficult. Sometimes the patient will refuse the task.

Additional oral evaluative instruments are oral sensory measures, such as those used by Rosenbek, Wertz, & Darley (1973), and the articulation tests listed in Appendix 4.1 at the end of chapter 4. The oral sensory measures aid in determining the severity of the inability to recognize forms in the mouth, and the articulation test provides data on the hierarchy of difficulty of speech sounds and selected clusters.

One of the most common clinical questions and one of the most difficult to answer unequivocally is how to differentiate paraphasia from apraxia-of-speech errors, because speech resulting from either condition may sound the same to the inexperienced clinician. Paraphasic errors are articulatory errors resulting from difficulty with grammatical and phonological rules, whereas apraxia results from difficulty in motor programming of the articulators. Some attempts to document the differences between apraxia and paraphasia have been made. Trost and Canter (1974) suggested that apraxic patients are phonetically logical in their errors. For example, they may substitute p/f, w/r, d/dʒ and often show only one-feature errors. Canter et al. (1985) found that errors of transition differentiated apraxic errors from paraphasias. Clinically, we have observed that apraxic errors tend to occur within the framework of a speech struggle, whereas paraphasic errors occur in a run of fluently articulated and prosodically normal speech. Unless the patient is mute, performance will improve

vastly if there is instruction to watch the mouth of the clinician. Patients making paraphasic errors do not benefit from visual cues or repetition; in fact, they seem to get more confused. Often, apraxic patients are very aware of their errors. On the other hand, patients exhibiting paraphasic errors usually go blithely on, making no effort to self-correct, although there are exceptions to this in mild cases. Vowels tend to be involved in paraphasic errors, whereas in apraxia of speech, the vowel is sometimes involved, but the distortion of it seems to be related to the consonant struggle before it.

One of the classic examples of a paraphasic error occurred when a patient was ordering a steak. He first told the waitress he wanted it "medium rear," then he changed to "medium roar," and finally settled on "medium rare." In contrast, the apraxic patient might have said, "bedium mare, no—medium mare, no—redium rare, no—porget it."

Prognosis. Because the lesion that produces apraxia is the same one that produces aphasia, the prognostic variables relevant to aphasia—such as type and interaction of the size and location of the lesion—are also applicable to apraxia. In addition, there are some other behavioral characteristics associated with apraxia of speech that are prognostic. A coexisting oral apraxia is a negative prognostic indicator for recovery from verbal apraxia (Rosenbek, Wertz, & Darley, 1973; Vignolo, 1964). The more severe the accompanying aphasia, the poorer the prognosis. When a patient with a moderate to mild apraxia demonstrates awareness of the errors and attempts self-correction, the prognosis can be considered more positive (Wepman, 1958). Other factors, such as age, physical health, family environment, motivation, and early therapeutic intervention affect recovery from apraxia, as they do recovery from aphasia.

Therefore, a young, motivated, healthy patient with a supportive family, who has only a verbal apraxia resulting from trauma, will recover better than the older, depressed, physically debilitated patient, with an accompanying oral apraxia from vascular etiology (stroke), who lives alone.

Remediation. Depending on the severity of the oral and/or verbal apraxia and the presence or absence of an accompanying aphasia, therapy will vary. Many times, the first move is to help the speechless patient work through the accompanying oral apraxia. Often in a moderate to severe apraxia (with relatively good auditory comprehension), the motor speech problem will need to be improved first. After some improvement is observed, expressive language tasks can be incorporated into the apraxia drill. Sometimes very mild verbal apraxics learn quite soon that if they slow their rate of presentation, they experience fewer difficulties.

Severe apraxics may have no speech in the early days of their recovery. However, they should not be confused with severe aphasics, who are also often speechless, but in addition, have a severe auditory comprehension deficit, which the apraxic patient does not. It is frustrating to the patient and the therapist to begin only apraxia therapy with a severe aphasic. The key to differentiation between the two, which must be accomplished in order to plan the appropriate therapeutic task, is the degree of auditory comprehension difficulty.

When the diagnosis of apraxia of speech has been made, there are several possible avenues of therapeutic intervention. However, they all include the concepts of imitation, auditory-visual stimulation, motor repetition, and phonetic placement. Darley et al. (1975) state that the goal of apraxia therapy is to regain voluntary control over articulation, and that the articulation therapy should therefore be direct. There will be no need to work on auditory discrimination, respiration, phonation, or resonation. The essentials of their therapeutic approach are as follows:

1. Choose a phoneme that is typically easy for the patient and one that is easily visible (/w, m, b, f/). Phonemes worked on in succession should be as dissimilar as possible so that the patient is not confused.
2. Begin with phonemes in isolation and then move to consonant-vowel combinations.

The instructions might be, "You watch my mouth, and say what I say. We will say each sound three times together. Let's say *buh*. Ready—buh, buh, buh. Good. Now let's try *bah*. Bah, bah, bah. Good."

3. Then add consonant-vowel-consonant combinations to be repeated three times (*bab, bub, beeb,* etc.).
4. Then string these syllables together (*bab-bub-beeb, bab-bub-beeb*).
5. Next work on words with the phoneme in initial, then medial, then final position (*bat, rubber, cob*).
6. Provide repetition of two-word phrases using the phoneme (*big boy, Bob bites babies*).
7. Then ask questions and provide sentence frames that require answers using the practice words the patient has learned (*What do you do to the candles on your cake? What color is the sky on a sunny day? The day you were born is called your ______. The opposite of white is ______.*)

The patient should watch the clinician's mouth during production. Some patients are also helped by using a mirror, but this must be an individual decision. Some patients are upset by the change in their appearance since the onset of the illness and find the mirror distracting. Other patients will need phonetic placement instructions and sometimes actual manipulation of the articulators.

Rosenbek, Lemme, Ahern, Harris, and Wertz (1973) have developed an eight-step program that emphasizes the transfer from imitative to volitional purposive utterances. This program also incorporates other language modalities. A summary of this technique follows.

1. The clinician encourages the patient to watch and listen while they make the utterance together.
2. The patient imitates the clinician after a slight delay. At this point, the auditory cue is faded and the visual cue remains.
3. The patient is asked to repeat after the clinician in the absence of any cues.
4. The patient is asked to repeat after the clinician several times without any intervening visual or auditory cues.
5. The clinician presents a written stimulus and the patient reads it aloud.
6. The written stimulus is shown and then removed so that the patient gives a delayed response.
7. The imitative model is replaced with experiences that provide the opportunity for spontaneous and meaningful utterances. The appropriate utterance is elicited by asking a question.
8. Appropriate spontaneous responses are stimulated through role playing.

A third variant of therapy for apraxia of speech is melodic intonation therapy (MIT) described by Sparks, Helm, and Albert (1974) and Sparks and Holland (1976). These authors have used some of the results of current research concerning the roles of the right and left hemispheres in language to create a therapy model. Although the final integration of language function occurs in the dominant left hemisphere, the right hemisphere possesses an auditory vocabulary and seems to be the area in which the suprasegmental aspects of language (stress and intonational contours) are processed. Because the right hemisphere is also dominant for music, Sparks et al. (1974) theorize that by combining basic language with musical form, they can facilitate cooperation between the two hemispheres and tap the latent language abilities of the right hemisphere. The entire method must be learned under supervision. However, a summary of the philosophy and the techniques are provided here.

Melodic intonation therapy should be used on patients with relatively good auditory comprehension, but severely restricted verbal output. Essentially, the patient is asked to "intone" or sing phrases in a very restricted melodic pattern that resembles the true pitch varieties of speech. It is not true singing, and overlearned and popular melodies must be avoided because the patient will of-

ten sing the words to the popular song rather than the language being practiced.

Melodic intonation therapy consists of several levels, each of which has several substeps. Progression through the levels occurs only after the patient has had 10 successful therapy sessions at the previous level. The four steps of the first level are as follows.

1. The clinician intones a phrase such as *salt and pepper* or *apple pie* and helps the patient to tap her hand to the rhythm and stress of the sentence. Hand tapping accompanies all four steps of the first level.
2. The patient is asked to join the clinician in intoning the sentence.
3. This step is like step 2, except that the clinician begins to fade her participation so that the patient continues independently.
4. The clinician intones a sentence and the patient repeats it solo.

If the patient progresses to the second level, there are five steps. The goal of this level is to move the patient from the intoning of phrases to speaking of phrases. Patient selection, criteria for moving from one step to another, scoring of responses, and what to do if a patient fails are all incorporated into the program (Sparks et al., 1974; Sparks & Holland, 1976).

There is some evidence that gestural language can be offered as a facilitating, supplementary, and/or alternative form of communication for some severely apraxic patients. The gestural program presented by Skelly, Schinsky, Smith, and Fust (1974) used an adaptation of Amerind, American Indian Sign Language, as a facilitator of speech. Gestural communication is not a language in that it has no grammatical structure and uses a logical associative order. Although gestural communication has limitations, it is in daily use by most people. Putting the finger to the lips means "be quiet," and crooking the finger means "come here." Any gesture or group of gestures that adequately conveys the idea is acceptable. Skelly et al. reported improved and expanded oral communication after the improvement of manual gesturing. As they suggest, more systematic clinical research is required. Indeed, this is an avenue of communication that must not be underestimated. This approach is further supported by Kimura (1976), who presented material indicating that speaking and manual activities are closely associated in the left hemisphere.

While the patient is working to develop usable speech, writing, gestures, and augmentative communication aids may be considered, if the patient is an appropriate candidate and desires this kind of intervention.

Conclusion. Apraxia of speech is a disturbance of the volitional motor programming of the articulators. Although it coexists with both aphasia and dysarthria, it must not be confused with them. Its correct diagnosis terminates in a unique type of therapy that is based on imitation, auditory-visual stimulation, oral motor repetition, and phonetic placement. This therapeutic approach is not effective with any other expressive disorder.

Developmental Apraxia of Speech

When apraxia of speech occurs in childhood in the course of speech and language development, it is referred to as developmental apraxia of speech or developmental verbal apraxia. The diagnosis of developmental apraxia of speech is not universally accepted, however. Guyette and Diedrich (1981), for example, state that "developmental apraxia of speech is a label in search of a population" (p. 34).

Speech-language pathologists with a strong linguistics orientation might refer to such children as having a severe phonological disorder. Because children with apraxia of speech are relatively rare or may have coexisting problems that obscure a pure form of apraxia of speech, few definitive research studies have been conducted. The work of Aram and Glasson (1979), Yoss and Darley (1974a), Rosenbek and Wertz (1972), and Chappell (1973) has helped to begin to clarify this diagnostic category and to separate developmental

apraxia of speech from other developmental articulation disorders. Three characteristics found in all the studies were (a) a high incidence of an accompanying oral apraxia; (b) efforts at imitation marked by struggle and groping responses from the articulators; (c) unusual substitutions and distortions, which indicated confusion of features and/or two- and three-features errors, such as m/s or t/f; and (d) much more difficulty in producing multisyllabic words than monosyllabic words.

Crary (1984) proposed a general error hierarchy: clusters > fricatives > affricates > stops > nasals. According to Crary, this hierarchy is modified by the environment the sounds are produced in or the syllable configurations required for word production.

Children diagnosed as presenting apraxia of speech often demonstrate other associated problems. They may display a number of "soft" neurological signs, such as difficulty in fine motor skills and/or difficulty in coordination of the extremities, particularly in alternating movements (Haynes, 1978; Yoss and Darley, 1974a). Despite behavioral symptoms of neurological dysfunction, these children do not show localized cortical pathology on CT scan studies (Aram and Glasson, 1979). Oral sensory deficits may be observed in some children when they are tested on oral form identification and two-point discrimination (Haynes, 1978).

To further complicate diagnosis (just as in adults), these children often present a concomitant language problem. Generally, their receptive skills are normal and/or may appear quite accelerated in relation to their speech. When the apraxia has begun to clear, some children will clearly demonstrate an expressive language problem. Aram and Glasson (1979) suggested, in contrast to other investigators, that the articulatory disorder and the syntactic language disorder do not simply coexist but that both stem from a common breakdown in the selection and sequencing of both language and articulatory elements. Some children with a developmental apraxia of speech do not demonstrate language problems until they reach the third or fourth grade, where they begin to manifest difficulty in the higher language processes such as categorizing, organizing, and abstracting. Yoss and Darley (1974a) reported that some of the children in their study were classed as learning disabled.

Assessment. Diagnosing developmental apraxia of speech should begin with a thorough articulation test. Some apraxic children do fairly well in a single-word articulation test. However, in connected conversation, they become completely unintelligible, with numerous inconsistent substitutions, distortions, and omissions that were not present at the one-word level. Therefore, it is imperative to engage the child in conversation and picture-description activities also.

Yoss and Darley (1974a), Rosenbek and Wertz (1972), and Chappell (1973) all noted the high incidence of an accompanying oral apraxia. Consequently, testing for this condition is diagnostically significant. Yoss and Darley (1974a) noted that some children produce isolated oral movements quite well. (The movements requested are the same as those requested of adults.) However, when the children were asked to sequence oral movements—coughing, sticking out the tongue, and showing how they kiss, for example—they were unable to perform. This difficulty in sequencing can be demonstrated by asking the child to do the following:

1. As quickly as you can, say puh-puh-puh.
2. As quickly as you can, say tuh-tuh-tuh.
3. As quickly as you can, say kuh-kuh-kuh.
4. As quickly as you can, say puh-tuh-kuh.

The child will probably be unable to perform *puh-tuh-kuh* correctly if developmental apraxia of speech is present. In addition to testing oral motor function, the clinician should examine oral sensory function. Ringel, House, Burk, and Dolinsky (1970) constructed a test of oral form discrimination for children. The results of their testing indicated that the more severe the articulation problem, the poorer the performance will be on tasks of oral discrimination.

Because developmental apraxia of speech often appears in concert with expressive and sometimes receptive language disorders, no diagnostic evaluation is complete without in-depth testing of language abilities.

Remediation. Little information is currently available from which to draw therapy approaches. Children with apraxia of speech vary in their articulation, language, and cognitive abilities; therefore, no one therapy approach is likely to be beneficial for all children considered to be apraxic.

Therapy for developmental apraxia of speech follows the same principles of visual cuing and motor repetition used for adult apraxic patients (Darley et al., 1975; Haynes, 1978; Rosenbek, Hensen, Baughman, & Lemme, 1974; Rosenbek, Lemme et al., 1973; Yoss & Darley, 1974b). Variations for children may include extensive work on vowels and introduction of age-appropriate syntactic and semantic rules. Children with developmental apraxia must always be cautioned to slow their speech. Carryover to conversational skills is based on their being able to produce the phonemes they have learned at a slower rate than is usual in conversation. Yoss and Darley (1974b) made further suggestions for the treatment of developmental apraxia of speech. Because some degree of oral apraxia is present, oral imitation and sequencing tasks of the tongue, lips, and jaw can be initiated early. In addition to having the child imitate sustained vowels and visible consonants, the clinician can help the child imitate CVC syllables (just as in adult therapy) by using some type of body movement, such as arm swinging, to accent stress patterns. The children should be taught self-monitoring skills early in therapy. Some children will spontaneously begin to produce phonemes that have not been directly practiced in therapy. However, even if this does happen, apraxia therapy for children is a long process, because usually each phoneme and consonant blend must be taught individually. Nightly parental drill with the child is a necessity.

In some children with severe developmental apraxia of speech, sign language may be used to augment communication. The use of signs will allow the child to interact with his environment until verbal abilities further develop. In our experience, the use of sign language requires that the child's cognitive and language comprehension abilities are better than her verbal skills. In addition, the child's parents must be willing to use signs with the child outside of the therapy setting. The introduction of signs should not preclude continued work with oral-motor skills and articulation.

Because language and learning problems may be associated with developmental apraxia of speech, it is wise to carefully evaluate these children, as well as children with other speech sound disorders, as they enter school. They should be evaluated for reading competence in the first and second grades and then evaluated for higher language functions upon entering the fourth grade. By monitoring and ultimately treating the possible associated problems, the speech pathologist can contribute significantly to the child's successful education.

Conclusion. Developmental apraxia of speech is a sensorimotor speech disorder that interferes with the voluntary motor programming of the articulators. In children, this disorder is often accompanied by an oral apraxia (the inability to perform oral vegetative movements upon request), articulatory struggle, and unusual substitutions and distortions that involve confusion of features and/or two- and three-feature errors. Careful testing by the speech-language pathologist, who recognizes that disordered communication can take place at the sensorimotor level as well as the symbolic level, will lead to the appropriate therapeutic strategies.

DYSARTHRIA

The subject of dysarthria is a complex one. Dysarthria most commonly occurs in adulthood as a result of a neurological impairment caused by a stroke, head trauma, or progressive disease, to

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can be returned for exchange or refund
by way of shopping credit up to
14th January 2007

Conditions apply
See in store for details

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Total to Pay	£6.95
Tendered	£7.00
Change	£0.05

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Christmas gifts purchased before
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can be returned for exchange or refund
by way of shopping credit up to
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department where the goods were purchased and is subject to the restrictions and conditions below. Refunds will be made against the original form of tender except in respect of purchases made by cash, cheque/traveller's cheque or gift voucher/gift card which will be refunded by way of shopping credit. Refunds and exchanges on purchases made on a discount event day are subject to a discount adjustment. Where a complimentary gift has been issued with a purchase, the gift must also be returned. Please see in store for further details or visit www.harrods.com.

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Thank you for shopping at Harrods
Please retain this receipt

Harrods Store Returns Policy:
Unwanted goods may be returned for a refund or exchange if returned in their original condition within 14 days with proof of purchase. However, this is subject to the discretion of the manager of the

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Signs of the Zodiac	Symbol	Period
Aries	Ram	Mar 21 - Apr 19
Taurus	Bull	Apr 20 - May 20
Gemini	Twins	May 21 - Jun 20
Cancer	Crab	Jun 21 - Jul 22
Leo	Lion	Jul 23 - Aug 22
Virgo	Virgin	Aug 23 - Sep 23
Libra	Scales	Sep 24 - Oct 23
Scorpio	Scorpion	Oct 24 - Nov 21
Sagittarius	Archer	Nov 22 - Dec 21
Capricorn	Goat	Dec 22 - Jan 19
Aquarius	Water Bearer	Jan 20 - Feb 18
Pisces	Fish	Feb 19 - Mar 20

Anniversary	Gift
First	Paper
Second	Cotton
Third	Leather
Fourth	Fruit and Flowers
Fifth	Wooden
Sixth	Sugar and Candy
Seventh	Woollen
Eighth	Salt
Ninth	Copper
Tenth	Tin
Eleventh	Steel
Twelfth	Silk and Fine Linen
Thirteenth	Lace
Fourteenth	Ivory
Fifteenth	Crystal
Twentieth	China
Twenty-fifth	Silver
Thirtieth	Pearl
Thirty-fifth	Coral
Fortieth	Ruby
Forty-fifth	Sapphire
Fiftieth	Golden
Fifty-fifth	Emerald
Sixtieth	Diamond

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Computer Science

CSS Instant Results R. York

Language

A Complete Grammar of Esperanto I. Kellerman

Esperanto: Teach Yourself J. Cresswell

English

Assault in Norway: Sabotaging the Nazi Nuclear Program T. Gallagher

The Sledge Patrol: A WWII Epic of Escape, Survival, and Victory D. Horwath

The Jungle is Neutral: A Soldier's Tow Year Escape from the Japanese Army S. Chapman

As Far As My Feet Will Carry Me: The Extraordinary Story of One Man's Escape from a Siberian Labor Camp J. Bauer

To Die in Chicago: Confederate Prisoners at Camp Douglas 1862-65 G. Levy

Oba, The Last Samurai: Saipan 1944-45 D. Jones

We All Die Alone: A WWII Epic of Escape and Endurance D. Horwath

No Surrender: My Thirty Year War H. Onada

Notes of a Revolutionary A. Amalrik

Involuntary Journey to Siberia A. Amalrik

Will the Soviet Union Survive Until 1984? A. Amalrik

Nose! Nose? No-Se and Other Plays A. Amalrik

Amish Grace: How Forgiveness Transcended Tragedy D. Kraybill, S. Nolt, D. Weaver-Zercher

Independent Reading List 2008-2009

History

America's Great Depression M. Rothbard

American Military History and the Evolution of Western Warfare R. Doughty

Hamilton's Curse: How Jefferson's Arch Enemy Betrayed the American Revolution...and What It Means for Americans Today T. Dilorenzo

The Anti-Federalist Papers and the Constitutional Convention Debates R. Ketcham

Economics

The Revolution: A Manifesto R. Paul

What Has the Government Done to Our Money? Case for the 100 Percent Gold Dollar R. Rothbard

The Case Against the Fed M. Rothbard

Against Intellectual Monopoly D. Levine

The Mystery of Banking M. Rothbard

Prices and Production F.A. Haydek

Great Courses Completed 2008-2009

English Curriculum

Building Great Sentences: Exploring the Writer's Craft

Masterpieces of the Imaginative Mind: Literature's Most Fantastic Works

Argumentation: The Study of Effective Reasoning

Health

The Human Body: How We Fail, How We Heal

Understanding the Human Body: An Introduction to Anatomy and Physiology

Math

Meaning From Data: Statistics Made Clear

What Are the Chances? Probability Made Clear

Philosophy

The American Mind

History

Early Middle Ages

Independent Reading List 2008-2009

History

America's Great Depression M. Rothbard

American Military History and the Evolution of Western Warfare R. Doughty

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The Mystery of Banking M. Rothbard

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As Far As My Feet Will Carry Me: The Extraordinary Story of One Man's Escape from a Siberian Labor Camp J. Bauer

To Die in Chicago: Confederate Prisoners at Camp Douglas 1862-65 G. Levy

Oba, The Last Samurai: Saipan 1944-45 D. Jones

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Notes of a Revolutionary A. Amalrik

Involuntary Journey to Siberia A. Amalrik

Will the Soviet Union Survive Until 1984? A. Amalrik

Nose! Nose? No-Se and Other Plays A. Amalrik

Amish Grace: How Forgiveness Transcended Tragedy D. Kraybill, S. Nolt, D. Weaver-Zercher

Computer Courses

(Self taught)

Beginning CSS

Beginning CSS: Cascading Style Sheets for Web Design
R. York

Linux

Linux: 2008 Edition
C. Negus

HTML

HTML: Your Visual Blueprint for Designing Web Pages With HTML, CSS, and XHTML
P. Whitehead J.H. Russel

Computer Networking

Computer Networking: Internet Protocols in Action
J. Matthews

Research and Education Association

CLEP Courses Completed
(College Level Examination Program)

Math

Pre Calculus

Economics

Principles of Macroeconomics

Financial Accounting

Physical Activity 2008_2009

Adam's activities over the past year have included bicycling, hiking, snowshoeing, cross country skiing, use of treadmill, and rock climbing. The following is an average taken from his journal.

Treadmill January 2008-March 2009
One Hour three times per week...20 minute warm up, 40 minute at high speed jog

Bicycling April 2008- November 2008
2.8 miles three times per week

Hiking See attachment

Snoeshoeing See attachment

Cross Country Skiing See attachment

Rock Climbing See attachment

From: Lanza, Peter J (GE, Corporate) <Peter.Lanza@ge.com>
To: njlanza1918@aol.com
Subject: Adam's activities
Date: Fri, 27 Feb 2009 12:35 pm

Nancy - As we discussed, this is a partial list of the physical activities for which I understand Adam will receive physical education credit. Should evidence be required, we have photos from all the outdoor activities. If more hours are required I will search my calendar further because we have made more hikes than those listed below.

7/3/08 - 9.5 hours Hike up to summit of Mount Washington and back down on Tuckerman's Ravine Trail.
11/5/08 - 5.0 hours Hike up to summit of Slide Mountain (Catskills) and back down.
10/18/08 - 4.5 hours Hike up to summit of Panther Mountain (Catskills) and back down.
12/14/08 - 3.5 hours Hike part way up Black Dome Mountain (Catskills). Ice storm residual precluded our reaching the summit.
12/27/08 - 3.5 hours Snowshoe Jockey Hill Trail in Kingston New York.
1/7/09 - 4.5 hours Cross-country ski expert trails at Fahnestock Winter Park in Carmel, NY.
2/1/09 - 3.5 hours Take into to climbing and intro to belaying classes and climb after the classes at The Rock Club indoor climbing gym in New Rochelle, NY.
2/14/09 - 2.5 hours Indoor climbing at The Rock Club.
2/20/09 - 2.0 hours Indoor climbing at The Rock Club.

Great Courses Completed in 2008-2009

Reading Lists for Classes

English Curriculum

Building Great Sentences : Exploring the Writer's Craft

Taught by Brooks Landon
The University of Iowa
Ph.D., The University of Texas at Austin

24 lectures/ 12 hours

Course Description

Great writing begins—and ends—with the sentence.

Whether two words ("Jesus wept.") or 1,287 words (a sentence in William Faulkner's Absalom! Absalom!), sentences have the power to captivate, entertain, motivate, educate, and, most importantly, delight.

Understanding the variety of ways to construct sentences, from the smallest clause to the longest sentence, is important to enhancing your appreciation of great writing and potentially improving your own.

* Why do some lengthy sentences flow effortlessly while others stumble along?
* Why are you captivated by the writing of particular authors but not others?
* How can you craft sentences that reflect your own unique outlook on the world?

Get the answers to these and other questions about writing and style in Building Great Sentences: Exploring the Writer's Craft, a lively 24-lecture course taught by Professor Brooks Landon from the University of Iowa—one of the nation's top writing schools. You explore the myriad ways in which we think about, talk about, and write sentences. You discover insights into what makes for pleasurable reading. You also learn how you can apply these methods to your own writing.

More Than Just a String of Words

Building Great Sentences revives the sentence-oriented approach to studying writing. Unlike common nuts-and-bolts approaches to discussing writing, this course provides a greater context for what makes sentences great. You investigate how to recognize the mechanics of the sentences you read and write, you learn how language works on your thoughts and emotions, and you discover basic strategies to sharpen your ability to recognize great sentences and make your own everyday writing more effective.

More than just a string of words, "sentences are shaped by specific context and driven by specific purpose," notes Professor Landon. "No 'rules' or mechanical protocols can prepare us for the infinite number of tasks our sentences must accomplish."

Explore a Vast World of Sentences

Consisting of a subject, a verb, and sometimes an object ("The girl raised the flag."), the kernels from which sentences grow are called minimal base clauses. Adding modifying words ("slowly") or phrases ("because doing so would inspire her compatriots") creates larger sentences that lead toward great writing.

In Building Great Sentences, you delve into the ways that literary and popular writers work with these larger sentences (called cumulative sentences) and encounter the three distinct levels that enhance these sentence kernels by:

* Adding information and keeping a sentence moving in place ("She served the dessert, a French pastry affair dripping in dark chocolate.")
* Moving a sentence forward with increased specificity ("He drove carefully, one hand on the wheel, the other hand holding a sandwich, a ham and cheese fossil, a strangely colored lump made days before by his sister.")
* Adding information and moving a sentence forward at the same time ("Big Al headed back into the bar, a demented grin twisting his scarred face, his bloodshot eyes narrowed to a fierce squint, looking around the dim and smoke-filled interior, scanning the terrified inhabitants for any of his tormentors.")

You also explore sentence constructions that make writing more complex and add exciting levels of suspense, and you see tactics that create balance and rhythm in sentences. Professor Landon makes these writing methods clear and easy to apply to your own reading and writing habits. Some of the many illuminating methods you come across are:

* Using a mirroring effect between words to suggest confidence ("Dryden's page is a natural field, rising into inequalities, and diversified by the varied exuberance of abundant vegetation; Pope's is a velvet lawn, shaven by the scythe, and leveled by the roller.")
* Using three phrases of parallel construction to create unity and emphasis in a sentence ("I came, I saw, I conquered.")
* Beginning each element in a series with the same word or words ("The reason I object to Dr. Johnson's style is that there is no discrimination, no selection, no variety in it.")
* Ending each element in a series with the same word or words ("Raphael paints wisdom; Handel sings it, Phidias carves it, Shakespeare writes it, Wren builds it, Columbus sails it, Luther preaches it, Washington arms it, Watt mechanizes it.")

Recognizing and appreciating these and other eye-opening aspects of sentences helps you understand the work that goes into creating an effective, pleasurable sentence. With the newfound knowledge gained from Building Great Sentences, you become more aware of why particular lines, passages, or phrases in the poems, novels, or articles you read so enchant you.
Learn from the Masters

Building Great Sentences draws abundantly on examples from the work of brilliant writers who are masters in the craft of writing, including Don DeLillo, Virginia Woolf, Joan Didion, and Samuel Johnson. Their novels, essays, and short stories are frequently cited to illustrate how sentences can tease, surprise, test, and satisfy you.

Whether it was an epic poem, an 800-page novel, or a passionate op-ed in a local newspaper, you've no doubt been captivated by a particular line, passage, or phrase in something you've read—but you can't understand why. With Building Great Sentences, you get the secrets you need not only to recognize great writing, but also to understand what exactly makes it so great.

You also investigate numerous instances in which an author's writing style reflects key points in the lectures. For example:

* The opening paragraph of Ernest Hemingway's A Farewell to Arms reflects the author's "tough-guy" narrative style in its use of simple and direct writing.
* The lengthy sentences in Thomas Pynchon's Against the Day demonstrate the importance of enhancing writing through the use of figurative language.
* The final sentence of Joseph Conrad's The Secret Sharer displays just how much information can hide beneath the surface of sentences.

Professor Landon's animated readings of these and other examples (including some of his own sentences) help you grasp the various structures and rhythms of sentences. They also give you new ways to look at why these and other writing styles have delighted so many readers.

Avoid Dense Grammar

Building Great Sentences provides you with key insights into the craft of writing, but it never becomes a dull grammar lesson. Rather, the course is designed as a study of sentences within the larger framework of prose style and writing theory.

Grammar is only used to address larger issues about writing; as you examine the rewards (and potential risks) of various sentence forms, you never become bogged down in a study of dense grammar.

You focus on why and how these various sentence forms use language to achieve particular goals, not on labeling parts of a sentence. A thorough and helpful study of what makes for elegant and effective writing, notes Professor Landon, cannot depend solely on grammar.

A Passionate Approach to the Craft

Professor Landon is the Director of the General Education Literature Program at the University of Iowa and the recipient of the school's M. L. Huit Teaching Award. Having regularly taught a sentence-based prose style course at the University of Iowa for more than 25 years, he is the perfect guide to take you into the intricate pleasures of great sentences.

Building Great Sentences stems from Professor Landon's passion for a sentence-based approach

to writing, commonly overshadowed by more technical, theory-based approaches that ignore the pleasures of reading and writing.

You see Professor Landon's countertraditional approach—emphasizing the pleasure of language and not the avoidance of mistakes. This method makes this course a unique way to experience and understand the pleasure that Gertrude Stein found in the sequences of words that constitute our sentences.

With its passionate approach to writing and reading, and its indulgence in the sheer joy of language, Building Great Sentences will change the way you read and write. It's a journey that gives you unique insights into the nature of great writing—it also teaches you how you can achieve some of this greatness yourself.

Argumentation : The Study of Effective Reasoning

Taught by David Zarefsky
Northwestern University
Ph.D., Northwestern University

24 lectures/ 12 hours

Course Description

Reasoning, tested by doubt, is argumentation. We do it, hear it, and judge it every day. We do it in our own minds, and we do it with others. What is effective reasoning? And how can it be done persuasively? These questions have been asked for thousands of years—yet some of the best thinking on reasoning and argumentation is very new and represents a break from the past.

At the Center of a Well-Educated Mind

This is equally a course in argument and in reasoning. This course teaches how to reason. It teaches how to persuade others that what you think is right. And it teaches how to judge and answer the arguments of others—and how they will judge yours.

Your guide to these issues is Professor David Zarefsky, the Owen L. Coon Professor of Argumentation and Debate and Professor of Communication at Northwestern University.

The study of argumentation was once one of the seven liberal arts, at the very core of human learning. In recent centuries, rhetoric has been stripped of its intellectual dimension and come to mean empty talk; formal logic has edged out discursive reasoning in many philosophy departments. Professor Zarefsky suggests that this has been an error:

"The first thing that we should do is to cast aside the popular stereotype which sees argumentation as a form of quarrelsomeness—a love of bickering for its own sake. In fact,

argumentation is something far more important and worthwhile than that.

"It grows out of our nature as human beings. It is the study of how we go about giving effective reasons for our beliefs and actions in an uncertain world where the right belief or action is often far from obvious."

Professor Zarefsky explains that argumentation studies went through a refocusing in the second half of the 20th century. This refocusing helped scholars to recover the fuller meaning of old words like rhetoric and opened new paths of understanding in the process.

Readers Preference Reviews, reviewing Professor Zarefsky's course, writes:

"'Argumentation' is a course in classical rhetoric. This is not rhetoric the way the word is used commonly today, but a course in how to debate, how to influence others by sound reasoning, how to gain support for your position in a disagreement. As is the standard fare for The Teaching Company, the course is very thorough and well organized. I've read books on debate and argumentation before but none have covered the subject as completely as this course."

What You'll Learn

Professor Zarefsky's lectures are filled with examples of actual controversies, but his perspective takes us beyond individual disputes so we can see the structure of all disputes. This perspective orients us within any argument, so argumentation can be seen clearly as an exchange, and not just a flurry of words.

In the course of crafting and criticizing arguments, we often forget what argument is designed to do. Nietzsche reminds us: "The most fundamental form of human stupidity is forgetting what we were trying to do in the first place."

One of the rewards of this course is that "argument" is "disarmed" when seen in the light of its repeating patterns. Professor Zarefsky's teaching style helps greatly in this regard. He is friendly, warm, articulate, authoritative, and above all, crystal clear.

The lectures make argumentation accessible and familiar to you.

* The tools of formal logic, while essential and even definitive for mathematics and programming computers, are inadequate to decide most controversial issues. This course shows more useful approaches.
* Arguments can be divided into three parts: a claim, evidence, and an inference that links the evidence to the claim.
* All arguments fall into a handful of distinctive categories, and the same issues are at stake each time one of these distinctive patterns occurs.
* Three kinds of evidence can be advanced to prove an argument that something is true: objective data, social consensus, and personal credibility. The same tests for truth can be applied to these types of evidence every time.
* There are six kinds of inference that link evidence to a claim: example, cause, sign, analogy,

narrative, and form. How to use and challenge each is explained. Again the limited usefulness of formal logic is exhibited. For example, the "ideal" of deductive reasoning, the syllogism ("All men are mortal. Socrates is a man. Therefore, Socrates is mortal.") is rarely used in real argument. Why? Largely because it is useless. (As one of our other professors reminds us, "No one has ever died of a syllogism.")

Special Arguments and Our Freedom

Even though they have common patterns, not all arguments are alike because the communities in which they are used have particular conventions for truth. Special attention is given to arguments in technical fields such as law, science, management, ethics, and religion.

Professor Zarefsky devotes lectures to rational controversy as the sine qua non of democratic public life, in which issues are discussed and debated not only by experts and officials, but by each of us as citizens.

Far from being bad for civic harmony, says Professor Zarefsky, a healthy "culture of argumentation" is something we should celebrate in an uncertain world where we must strive to make the best decisions we can despite imperfect knowledge.

The lectures offer a comprehensive guide to the learning, the methods, and the spirit of cooperative controversy which make that culture both possible and even essential for the free, self-governing citizens of a democracy.

Masterpieces of the Imaginative Mind : Literature's Most Fantastic Works

Taught by Eric S. Rabkin
University of Michigan
Ph.D., University of Iowa
24 lectures/ 12 hours

Course Description

Many of literature's greatest works, from ancient myths to the works of Nobel laureates, rely on fantasy. Even when there has been a dominant preference for realism, generation after generation of readers have been drawn to stories of the fantastic not only for what they help us learn about ourselves as individuals and about our collective selves but also for what they show about our social values.

What can fairy tales and science fiction stories reveal about the psyches of individuals and nations? How does the literature of the fantastic reflect historical periods and preoccupations?

Join Professor Eric S. Rabkin, one of the world's foremost authorities on the literature of the fantastic and science fiction, as he takes you on a journey to explore Masterpieces of the Imaginative Mind, Literature's Most Fantastic Works. You'll study strange tales of talking frogs and cannibal witches through Mary Shelley's Frankenstein to Arthur C. Clarke's astonishing 2001: A Space Odyssey and beyond. Focusing on the early 19th century to contemporary times, Professor Rabkin casts a wide net for fantastic works and delves deeply into some of the most astounding. You'll learn about the works and times of Edgar Allan Poe, Virginia Woolf, Lewis Carroll, Franz Kafka, Jules Verne, H. G. Wells, J. R. R. Tolkien, Ray Bradbury, Robert A. Heinlein, Isaac Asimov, and more.

Once Upon a Time: The Lessons of Fairy Tales

In the early 19th century, two German brothers, Jakob and Wilhelm Grimm, sought to demonstrate the deep significance of German culture. In the process they collected oral tales, which they believed were handed down from prehistory. These fairy tales, including "Hansel and Gretel," "Rapunzel," and "Snow White," are certainly tales of the fantastic, but they also have profound lessons to teach. What they teach us, however, is not always classic morality. One tale ("Rumpelstiltskin") shows that it is better to be beautiful than honest; another ("The Little Tailor") demonstrates that you can lie your way up the social ladder from peasant to king. Others, such as "Cinderella," offer consolations, ways of symbolically moving through difficult transitions in life.

Fantastic Works of Literature

The imaginative minds of the 19th century did not leave the fantastic to ancient folk tales. E. T. A. Hoffmann, for example, an energetic and creative German Romantic who died in 1822, created his own wildly fantastic tales. Both Tchaikovsky's Nutcracker ballet and the Offenbach opera Tales of Hoffmann are based on Hoffmann's tales. Hoffmann's stories even probe the psychology of fantasy itself and anticipate by a century Freud's theories of the power of the unconscious.

In the mid-19th century, writers such as Nathaniel Hawthorne and Edgar Allan Poe in the United States and Lewis Carroll in England explored their own notions of the fantastic and its powers on the reader. Hawthorne wrote fanciful stories about scientists who lose their way, often as a result of torturous love. The masterful Poe mixed fantastic situations and the torments of the human heart. Lewis Carroll's two Alice books are fantastic masterpieces, challenging our notions of language and reality.

Social Criticism and the Imaginative Mind

By the late 19th and early 20th centuries, imaginative minds were creating astonishing and bizarre worlds, weaving into the fabric of their narratives a significant strand of social criticism. H. G. Wells criticized Victorian sexual repression in The Invisible Man and imperialism in The Island of Dr. Moreau. Franz Kafka created fantastic tales, many of which were critical of society's institutions. Virginia Woolf wrote a novel Orlando critical of gender stereotyping in which a man lives from the 16th to the 20th century and emerges as a woman and mother.

View the Breadth of Modern Fantasy

Nor has fantasy literature slackened since the early 20th century. The famous French "New Novel" writer Alain Robbe-Grillet uses the fantastic to free readers from what he perceives as the unconscious constraint imposed by society and language. J. R. R. Tolkien created whole fantasy worlds with their own geographies and languages. Children's literature – Prof. Rabkin devotes a lecture to it – has been especially fertile with fantasy. And Magical Realism has blossomed with important works such as Gabriel Garcia Marquez's One Hundred Years of Solitude and Laura Esquivel's Like Water for Chocolate.

The Most Important Fantastic Genre Today

Professor Rabkin next delves into science fiction, the genre that claims plausibility against a background of science, while weaving in high adventure and intellectual excitement. In this half of the course, Dr. Rabkin shows why science fiction should be regarded as the most important fantastic genre today.

Professor Rabkin posits Mary Shelley's Frankenstein as the first true science fiction novel. You'll hear the story about the origins of that novel—a challenge to write the best ghost story – and you'll examine how Frankenstein explores themes of the struggle between the individual and society as well as the destabilizing possibilities of new knowledge. Europe remained the center of science fiction with such writers as Jules Verne and H. G. Wells, but that was about to change.

The Golden Age of Science Fiction

Early in the 20th century, a popular blend of exciting tales and scientific speculation developed in the democratic milieu of pulp fiction magazines: Even Edgar Rice Burroughs, the creator of Tarzan, wrote of rousing adventures on Mars. Soon, however, pulp fiction gave way to longer treatments. The writers Ray Bradbury and Robert A. Heinlein, along with Isaac Asimov and Britain's Arthur C. Clarke, emerged as important voices after World War II and brought science fiction tales into the mainstream of serious literature. You'll discover how each of these important writers explored the wondrous and disturbing implications of science and technology, their stories raising profound questions about humanity, life, and the future.

What Does the Future Hold?

In Professor Rabkin's final lectures you'll learn about important and enduring links between science fiction and religion, and also between science fiction and utopian novels such as 1984 and Brave New World. You'll explore the works of outstanding science fiction writers today, including Ursula Le Guin, who writes of fabulous new worlds in her literature for children and in science fiction. You'll learn how William Gibson's Neuromancer introduced the words "matrix" and "cyberspace" into our language. You'll learn about Philip K. Dick, who wrote the novel that inspired the movie Blade Runner.

Recapture the Joy of Childhood and Learn about the Literature of the Fantastic

From talking frogs to human robots, from Mad Hatters to mad scientists, Professor Rabkin's course offers an illuminating journey through the world's most fantastic and imaginative literature. Discover the magic, wonder, and profound significance of that literature.

Math Curriculum

Meaning from Data : Statistic Made Clear

Taught by Michael Starbird
The University of Texas at Austin
Ph.D., University of Wisconsin at Madison

24 lectures/ 12 hours

Course Description

Who was the greatest baseball hitter of all time? How likely is it that a poll is correct? Is it smart to buy last year's highest-performing stock? Which hospital has the best outcome for a given procedure? When is it a good idea to buy a product's extended warranty?

These questions all involve the interpretation of statistics, as do a surprising number of other mysteries, including: Is the "hot hand" among sports players real? How can you tell if Shakespeare is the probable author of a newly discovered poem? What is a guilt-free way to get someone to admit to cheating? And, how does a tax assessor calculate the market value of a house?

Meaning from Data: Statistics Made Clear is your introduction to a vitally important subject in today's data-driven society. In 24 half-hour lectures, you will explore the principles and methods that underlie the study of statistics. You have probably heard such terms as mean, median, percentile, quartile, statistically significant, and bell curve, and you may have a rough idea of what they mean. This course sharpens your understanding of these and scores of other statistical concepts and shows how, properly used, they can extract meaning from data.

Become Statistically Savvy

These challenging yet accessible lectures assume no background in mathematics beyond basic algebra. While most introductory college statistics courses stress technical problem solving and plugging data into formulae, this course focuses on the logical foundations and underlying strategies of statistical reasoning, illustrated with plenty of examples. Professor Michael Starbird

walks you through the most important equations, but his emphasis is on the role of statistics in daily life, giving you a broad overview of how statistical tools are employed in risk assessment, college admissions, drug testing, fraud investigation, and a host of other applications.

Statistical Adventures

Professor Starbird is a master at conveying concepts through examples. Some of these include:

* When is a Lottery not a Lottery? When it is not truly random. The 1969 Vietnam War draft lottery assigned young draft-age men a ranking for induction based on their birthdays, which were placed in capsules and drawn from a container, supposedly at random. But by computing the statistical correlation for the order-of-draw, it's clear that a nonrandom variable was at play. The most likely explanation is that the capsules with the dates were not thoroughly mixed.
* The Birthday Challenge: What is the probability that out of 50 random people, two of them share the same birthday? The chances are much higher than most people think.
* The Chicken Soup Method: How can 1,000 randomly chosen people serve as a predictor for the behavior of hundreds of millions of voters? This is the essence of a political poll, and its effectiveness should be no more surprising than the fact that that a single taste of chicken soup is enough to predict the overall saltiness of the batch, whether the batch is in a cup or a giant vat.
* Beware of Fallacious Reasoning: At the O. J. Simpson murder trial, Simpson's lawyer Johnnie Cochran countered evidence that Simpson had beat his wife with a statistic that only 1 in 1,000 wife beaters go on to kill their wives. Therefore, Cochran argued, there was only a 1 in 1,000 chance that Simpson went on to commit the murder. Professor Starbird discusses the fallacies in this argument, including the fact that a wife was actually murdered in this case, so the relevant question should be: What is the probability that she had previously been beaten?
* Who Really Won the 1860 Presidential Election? Establishing the will of the people in an election can be tricky, especially when three or more candidates are involved. Professor Starbird shows how the results of the four-way presidential race of 1860 can be interpreted as giving victory to each of three candidates, depending on the voting scheme employed. Abraham Lincoln won according to the rules in place, but given other equally valid rules, the victor—and history—would have been very different.

Statistics Is Everywhere

Statistical information is truly everywhere. You can't look at a newspaper without seeing statistics on virtually every page. You can't talk about the weather forecast without invoking statistics. Statistics obviously arises in business and social science but even enters the arts in analyzing manuscripts. And you'd better not go to a casino without understanding statistics. "It's really harder to find somewhere where statistics isn't important than to find the places where it is," says Professor Starbird.

What Are the Chances? Probability Made Clear

Taught by Michael Starbird
The University of Texas at Austin
Ph.D., University of Wisconsin at Madison

12 lectures/ 6 hours

Course Description
Life is full of probabilities. Every time you choose something to eat, you deal with probable effects on your health. Every time you drive your car, probability gives a small but measurable chance that you will have an accident. Every time you buy a stock, play poker, or make plans based on a weather forecast, you are consigning your fate to probability.

What Are the Chances? Probability Made Clear helps you understand the random factors that lurk behind almost everything—from the chance combinations of genes that produced you to the high odds that the waiting time at a bus stop will be longer than the average time between buses if they operate on a random schedule.

In 12 stimulating half-hour lectures, you will explore the fundamental concepts and fascinating applications of probability.

High Probability You Will Enjoy This Course

Professor Michael Starbird knows the secret of making numbers come alive to non-mathematicians: he picks intriguing, useful, and entertaining examples. Here are some that you will explore in your investigation of probability as a reasoning tool:

* When did the most recent common ancestor of all humans live? Applying probabilistic methods to the observed mutation rate of human genetic material, scientists have traced our lineage to a female ancestor who lived about 150,000 years ago.
* How much should you pay for a stock option? Options trading used to be tantamount to gambling until about 1970, when two economists, Fischer Black and Myron Scholes, found a method to quantify those risks and to create a rational model for options pricing.
* What do you do on third down with long yardage? In football, a pass is the obvious play on third down with many yards to go. Of course, the other team knows that. Probability and game theory help decide when to run with the ball to keep your opponent guessing.

What You Will Learn

The course literally begins with a roll of the dice, as Professor Starbird demonstrates that games of chance perfectly illustrate the basic principles of probability, including the importance of counting all possible outcomes of any random event. In Lecture 2, you probe the nature of randomness, which is famously symbolized by monkeys randomly hitting typewriter keys and creating Hamlet. In Lecture 3, you explore the concept of expected value, which is the average net loss or gain from performing an experiment or playing a game many times. Then in Lecture

4, you investigate the simple but mathematically fertile idea of the random walk, which may seem like a mindless way of going nowhere but which has important applications in many fields.

After this introduction to the key concepts of probability, you delve into the wealth of applications. Lectures 5 and 6 show that randomness and probability are central components of modern scientific descriptions of the world in physics and biology. Lecture 7 looks into the world of finance, particularly probabilistic models of stock and option behavior. Lecture 8 examines unusual applications, including game theory, which is the study of strategic decision-making in games, wars, business, and other areas. Then in Lecture 9 you consider two famous probability puzzles guaranteed to cause a stir: the birthday problem and the Let's Make a Deal® Monty Hall question.

Finally, Lectures 10–12 cover increasingly sophisticated and surprising results of probabilistic reasoning associated with Bayes theorem. The course concludes with probability paradoxes.

Take the Weather Forecasting Challenge

One of the most familiar experiences of probability that we have on a daily basis is the weather report, with predictions like, "There is a 30 percent chance of rain tomorrow." But what does that mean? What do you think? Choose one:

* (a) Rain will occur 30 percent of the day.
* (b) At a specific point in the forecast area, for example, your house, there is a 30 percent chance of rain occurring.
* (c) There is a 30 percent chance that rain will occur somewhere in the forecast area during the day.
* (d) 30 percent of the forecast area will receive rain, and 70 percent will not.
* (e) None of the above.

In Lecture 5, Dr. Starbird puts this particular forecast under the microscope to demonstrate that probabilistic statements have very precise meanings that can easily be misinterpreted—or misstated. He explains why the answer is (e) and not one of the other choices. He also explains why the official definition from the National Weather Service is subtly but decidedly wrong.

He even wagers that within five years the phrasing of the official definition will change because somebody at the National Weather Service will hear this lecture!

Games People Play

The formal study of probability was born at the dice table. Gambling continues to provide instructive examples of the principles of chance and probability, including:

* Gambler's ruin: A random walk is a sequence of steps in which the direction of each step is taken at random. In gambling, the phenomenon assures that a bettor who repeatedly plays the same game with even odds will eventually—and invariably—go broke.
* St. Petersburg paradox: A famous problem in probability involves a hypothetical game

supposedly played at a casino in St. Petersburg. Though simple and apparently moderately profitable for the gambler, the expected value of the game is infinite! Yet no reasonable person would pay very much to play it. Why not?

* Gambler's addiction: Randomness plays a valuable role in reinforcing animal behavior. Changing the reinforcement in an unpredictable, random way leads to behaviors that are retained for a long time, even in the absence of rewards. Applied to humans, this observation may help explain the compulsiveness of some gamblers.

Probability to the Rescue

One approach to probability, developed by mathematician and Presbyterian minister Thomas Bayes in the 18th century, interprets probability in terms of degrees of belief. As new information becomes available, the calculation of probability changes to take account of the new data. The Bayesian view reflects the reality that we adjust our confidence in our knowledge as we gain evidence.

The world of fluctuating probabilities, under continual adjustment as new evidence comes to light, captures the way the world works in realms like medicine, where a physician makes a preliminary diagnosis based on symptoms and probabilities, then orders tests, and then refines the diagnosis based on the test results and a new set of probabilities.

If you think about it, it's also the way you work when you're on a jury. At the outset, you have a vague impression of the likelihood of guilt or innocence of the defendant. As evidence mounts, you adjust the relative probabilities you assign to each of these verdicts. You may not do a formal calculation, but your informal procedure is nonetheless Bayesian.

Randomness is all around us. "Many or most parts of our lives involve situations where we don't know what's going to happen,"; says Professor Starbird. Probability comes to the rescue to describe what we should expect from randomness. It is a powerful tool for dispelling illusions and uncertainty to help us understand the true odds when we roll the dice in the game of life.

History Curriculum

Early Middle Ages

Taught by Philip Daileader
The College of William and Mary
Ph.D., Harvard University

24 lectures/ 12 hours

Course Description

We often call them the "Dark Ages," the era which spanned the decline and fall of Rome's western empire and lingered for centuries, a time when the Ancient World was ending and Europe had seemingly vanished into ignorance and shadow, its literacy and urban life declining, its isolation from the rest of the world increasing.

It was a time of decline, with the empire fighting to defend itself against an endless onslaught of attacks from all directions: the Vikings from the North, the Huns and other Barbarians from the East, the Muslim empire from the south.

It was a time of death and disease, with outbreaks of plague ripping through populations both urban and rural.

It was a time of fear, when religious persecution ebbed and flowed with the whims of those in power.

And as Rome's power and population diminished, so, too, did its ability to handle the administrative burdens of an overextended empire. Fewer records were kept, leaving an often-empty legacy to historians attempting to understand the age.

But modern archaeology has begun to unearth an increasing number of clues to this once-lost era. And as historians have joined them to sift through those clues—including evidence of a vast arc of Viking trade reaching from Scandinavia to Asia—new light has begun to fall across those once "dark" ages and their fascinating personalities and events.

"A World Recognizably Becoming Our Own"

In his new course on The Early Middle Ages—which traces a journey from Scandinavia across northern and central Europe to the farthest reaches of the Byzantine and Islamic empires—Professor Philip Daileader shares this new understanding of a world, no matter how far away and strange it may seem, that is "recognizably becoming our own."

"In countless ways, seemingly obscure events and developments from the 'Dark Ages' impinge on the lives of people today.
"This is true in the realm of religion, because our period saw the triumph of Christianity over paganism. … This is true in the realm of language, because every word that we speak and

write—indeed, the handwriting that we use each and every day—is a product of the historical forces that we will study. … And this is true in the realm of family life, because many practices that existed in 300—such as polygyny, marriage within the kin group, and infanticide—are illegal today and were vanishing or completely gone by the year 1000."

Why Study "The Dark Ages"?

As Professor Daileader points out, given the period's dismal reputation and its temporal remoteness from the 21st century, one might wonder why the histories of the later Roman Empire and the Early Middle Ages should command our attention.

First, he suggests, the years from 300 to 1000 present us with some of the most challenging questions historians have ever had to tackle:

* Why did the Roman Empire fall?
* Why did the ancient world give way to the medieval world?
* Why did Christian monotheism become the dominant religion in Europe?

Secondly, this period commands our attention because of some of the people who lived during it.

"Theologians and philosophers such as St. Augustine were going to exert a commanding influence on European thought for well over a millennium after their death," he notes. "To understand later medieval thinkers, to understand Reformation thinkers, such as Martin Luther, one needs to know something about figures such as St. Augustine."

To be sure, the Early Middle Ages were not without figures who still pique our interest today, such as King Arthur and Charlemagne.

As Professor Daileader considers the extent to which the historical realities of Arthur and Charlemagne match up to the legends that have become attached to their names, he repeatedly fascinates with revealing personal insights, such as Charlemagne's love for simply bobbing around in hot baths, or the window offered into his personality by a contemporary biography penned by a friend and confidante named Einhard.

Einhard's writing is detailed, but the lectures point out that some of those details—including those about the ruler's difficulty in writing his name and chanting Latin liturgy—suggest that his largely complimentary account of Charlemagne's intellectual achievements is exaggerated.

Finally, Professor Daileader emphasizes the importance of understanding the Early Middle Ages as a vital underpinning for what was to come. Even if its accomplishments pale somewhat in comparison to those of the Late Middle Ages or the Italian Renaissance, those later developments are nonetheless built upon foundations established during the Early Middle Ages.

"Without some important transformations that occurred during this period, the rest would not have been possible. To understand fully the High Middle Ages or the Italian Renaissance, it is necessary to understand the Early Middle Ages," he states.

Great Historians View the Dark Ages

A four-time winner of Harvard University's Certificate of Distinction in Teaching, Professor Daileader creates a framework for that understanding by using the contrasting historical theories offered by two extremely influential historians:

* Edward Gibbon, the English author of the monumental Decline and Fall of the Roman Empire, whose explanations closely followed those of the Roman moralists of the 4th and 5th centuries, and
* Henri Pirenne, the Belgian thinker who injected a newfound emphasis on social and especially economic factors into the analysis of history.

Beginning with their two contrasting viewpoints, Professor Daileader offers a fast-moving portrait of a period of history that consistently belies its reputation as dark or dismal.

You learn, for example, the role of Gibbon's massive ego in his choice of the subject matter that would make him famous, as well as the intensity of his animosity toward Christianity and willingness to express in his writings startling accusations against it.

You study, in depth, the possible reasons for the decline of Rome's vast eastern and western empires, and whether and how Rome actually "fell."

Christianity, as you might expect, plays a tremendously important role in the period covered by this course, but always in unexpected ways.

Professor Daileader explains, for example, how the increasing difficulty of achieving martyrdom—a chore even in a pre-Christian Roman empire and a near impossibility under Constantine—created a need for new paths toward "Christian heroicism."

Those paths might be as expected as monasticism or as outlandish as the pole-sitting Stylites, whose demonstrations of devotion might last for decades and offer Professor Daileader an opportunity to demonstrate his delightful sense of classroom wit.

Hear the Arrest of Jesus ... Rewritten as a Norse Saga

You'll also encounter a style of Christian writing you may well never have seen before, as Professor Daileader explores the strategies the Carolingians used to convert Saxons to Christianity and reads a passage describing the arrest of Jesus in the Garden of Gethsemane as rendered in one of the most unusual of these writings—The Heliand, a Carolingian translation of the Gospels dramatically rewritten as a Norse saga.

And you'll learn the strange fear that drove Charlemagne to restore Latin literacy during the "Carolingian Renaissance"—including some samples from the standardized tests given prospective priests that offer a hint as to the immense task the Carolingians were up against.

The tests put forth, for example, by Louis the Pious, the son of Charlemagne, included questions

on such basic elements of Christian theology as, "Do you believe in the resurrection of the dead?"

"Even more amazing," notes Professor Daileader, "answer sheets were provided for the examiners ... because it was by no means certain that the person grading the test was going to know whether this was a 'true' or a 'false.' "

You encounter extraordinary successes as well, learning how the often incomprehensible copied texts left behind by the Romans and Barbarians led the Carolingians to develop basics that we now take for granted, including spaces between words, punctuation, and even the form of handwriting we still use today.

You discover the curious reason why Irish and Anglo-Saxon monks worked harder than their counterparts on the continent, and how this contributed to their monasteries becoming the intellectual centers of their day during the 6th-century re-Christianization of Anglo-Saxon England.

The Profound Impact of the Viking and Islamic Cultures

The Early Middle Ages were marked by startling contributions from many cultures.

Though the Vikings, for example, are often presented to us only as warlike invaders, Professor Daileader reveals how they were, in fact, far more complex than that one-dimensional picture indicates.

Yes, their fierce raids for wealth and slaves did result in the sacking of almost every important town in the Carolingian empire multiple times in the 9th century. In fact, citizens even grew to expect the annual Viking raids.

But they also established a remarkable trading network—the Northern Arc—the routes of which took them not only across Europe, but to northern Africa, the Middle East and the Far East. Archaeologists, in fact, have even unearthed a Viking-age statue of Buddha in a Scandinavian bog.

The Vikings' reputation in matters of invasion does not go unexamined, however, and these lectures also explain why the raiders from the north enjoyed such success.

Professor Daileader explains the technological advantage provided by their longboats—the European network of rivers that allowed them to exploit this advantage to the fullest, their ability to carry those longboats across land when they needed to reach new rivers, and the desperate payment of Carolingian protection money—danegeld—that really offered little protection at all; after taking their payout, the Vikings would often simply move on to raid neighboring territories.

Professor Daileader also offers a fascinating glimpse into Islamic culture during this crucial period. You'll see the birth of Islam in the land where, before Muhammad, most of the people were actually pagan polytheists whose worship included several gods in addition to Allah, and

the countless ways in which the Arabs transformed Spain—or al-Andalus—during the golden age of Islamic rule.

During this golden age, Islamic rulers brought great technological advances in agriculture to al-Andalus, making the nation a center of complex religious and ethnic diversity and a great seat of scholarship whose ruler was himself rumored to possess a library of more than 400,000 volumes.

You'll also enjoy a remarkable glimpse into the court of al-Andalus's 10th-century ruler, Emir Abd al-Rahman III, who used dazzling tricks including "light shows"—using a bowl of mercury and the architecture of his reception hall—to impress his visitors.
If the demonstration wasn't forceful enough, of course, his visitors could also dwell upon the reputation this ruler had gained for forcefully defending his power, for Abd al-Rahman III had once disinterred and crucified the 11-years-dead corpse of an enemy's father to prove a point that even death held no shelter from his wrath!

One of the most interesting subjects covered by Professor Daileader during his lectures on Islam's role in this period is the origin of the idea of jihad, which had a very different meaning in the time of Muhammad than many of us associate it with today.

Professor Daileader concludes this enlightening look at the Dark Ages with a discussion on how Gibbon and Pirenne have fared through the lens of historical hindsight, and how today's historians will one day face the same judgment.

Philosophy

The American Mind

Taught by Allen C. Guelzo
Gettysburg College
Ph.D., University of Pennsylvania

36 lectures/ 18 hours

Course Description

Americans pride themselves on being doers rather than thinkers. Ideas are naturally suspect to such a people. But ideas are at the root of what it means to be American, and today's habits of thought practiced by citizens throughout the United States are the lineal descendants of a powerful body of ideas that traces back to the first European settlers and that was enriched by later generations of American thinkers.

Behind this nation's diverse views on religion, education, social equality, democracy, and other vital issues is a long-running intellectual debate about the right ordering of the human, natural, and divine worlds.
In their own times such great thinkers as Jonathan Edwards, Thomas Jefferson, Abraham Lincoln, William James, Martin Luther King, Jr., and many others engaged in lively and often contentious debate that helped mold America's institutions and attitudes. Their approach was frequently honed by ideas from abroad—from Locke, Hume, Kant, Darwin, Marx, Freud, and Gandhi, among others.

This immensely stimulating conversation that made the U.S. what it is today is the subject of The American Mind, a series of 36 lectures that offers you a broad survey of American intellectual history.

Politics, Religion, Education, Philosophy

In this course you will delve deeply into the philosophical underpinnings of the nation, forged by the Puritans and the leaders of the American Revolution. You will also explore many other aspects of the elaborate structure that became modern America, tracing ideas in politics, religion, education, philosophy, psychology, anthropology, literature, social theory, and science—proving that Americans have a much richer intellectual tradition than generally imagined.

Your teacher is the distinguished historian Allen C. Guelzo, an unprecedented two-time winner of both the Lincoln Prize and the Abraham Lincoln Institute Prize for his successive books on Abraham Lincoln, one of America's most underrated but influential intellectuals.

The Washington Post noted themes in Professor Guelzo's work that are especially relevant to this course: "In his book on Lincoln as a man of ideas, Guelzo argues that Americans have failed to recognize what an intellectually vibrant country this was in the first half of the 19th century."

America: A Hotbed of Ideas

As it was in Lincoln's day, so it has been throughout U.S. history: America is an enduring hotbed of ideas. For example:
The Transcendentalists: In 1834, Ralph Waldo Emerson moved to Concord, Massachusetts, where he began work on the brief book that would become his manifesto, Nature. With its publication, Kantian epistemology and romantic sensibility arrived in America with a bang. Emerson's later lecture entitled "The Transcendentalist" provided a name for this influential new movement.
Pragmatism: William James codified a characteristically American philosophy in his book Pragmatism: A New Name For Some Old Ways of Thinking. The term came from Kant, and the concept grew out of a short-lived philosophical club that James had attended in Cambridge, Massachusetts, in the early 1870s. The club included Chauncey Wright, Oliver Wendell Holmes, and a bafflingly eccentric mathematician-turned-philosopher named Charles Sanders Peirce.
Conservatism: The origin of a distinctively American brand of conservatism is linked to the arrival of émigré European intellectuals after World War II. These thinkers found allies among former American communists, who had turned away from socialism; traditionalist Roman Catholics; and Southern agrarians.

An Entirely Different Map of the American Mind
Professor Guelzo's goal in this course is to lay out an entirely different map of the American mind from that taught in traditional presentations of American intellectual history. The usual approach underrates the Puritan contributions, marginalizes 18th-century theologian Jonathan Edwards, embellishes the influence of Benjamin Franklin, oversimplifies pragmatism, and slights the rich contributions of a wide range of 20th-century thinkers.

In these 36 lectures, Dr. Guelzo remedies these shortcomings by covering the large stretches of intellectual territory that are ignored in the traditional survey. You begin with the Puritans, exploring their participation in a larger, transatlantic realm of philosophical work. Next you study Jonathan Edwards as the creative fusion of two seemingly opposed trends: the spiritual revival of the Great Awakening and the passion for reason sparked by the Enlightenment.

After examining the intellectual currents underlying the American Revolution, you focus on the backlash against Enlightenment values that spawned American Romanticism. Then you study the surprising diversity of American pragmatism and discover that it cannot account for such 20th-century intellectual developments as the Old Left, the New Left, and Neo-Conservatism.

Throughout the course, Dr. Guelzo stresses the persistence of six fundamental themes that developed as the nation matured. These are at the center of our lives today and will doubtless be the principal preoccupations of American minds for a long time to come:
Intellect versus will: From the Puritans to Lincoln to the behaviorist B. F. Skinner, no question has shown up more often in American culture than the struggle between intellect and will—whether it is more important to think or to act.
The persistence of religion: Religious ideas have defied every prediction of their demise and have remained a living part of American intellectual life.
Religion versus the Enlightenment: From the colonial era until today, religion and the Enlightenment have formed the two souls of the American consciousness.
The power of liberal capitalism: American history has been marked by the struggle between

liberty and power; a contest exemplified by the liberal capitalism of Alexander Hamilton and Abraham Lincoln matched against the agrarian populism of Thomas Jefferson and Andrew Jackson.
Pragmatism: In the post-Civil War decades, American thinking made a dramatic shift away from traditional philosophical and social thinking toward pragmatism and secularism.
The rise to world power: America's ascent to world power through two world wars has created entirely new dilemmas and responsibilities for the nation and its thinkers.

An Intellectual Feast

One of the fascinating aspects of this course is that you trace the origin and evolution of America's colleges, which have served as a battleground of ideas, sometimes in an almost literal sense. In 1732, a leader of the Great Awakening held a bonfire of doctrinally suspect books at Yale College, expressing the hope that "the Authors of those Books, those of them that are dead, are roasting in the Flames of Hell...."

Many of the adherents of the Great Awakening turned their backs on America's venerable Puritan colleges, Harvard and Yale, to found alternative institutions such as Princeton, Rhode Island College (which became Brown), Queen's College (which became Rutgers), and Dartmouth. Two others, the future University of Pennsylvania and Columbia College, also bore the imprint of the Awakening.

A century later, higher education's religious calling was all but forgotten as American colleges embraced the secular mission of providing human capital to industry in the aftermath of the Civil War. And in the 1950s and '60s, the pendulum swung back to a more communal orientation under the influence of the radical New Left.

You will also learn about books that left their stamp on American intellectual life, such as Jonathan Edwards's Freedom of the Will in the 1700s, Frances Wayland's Elements of Political Economy and William James's Principles of Psychology in the 1800s, W. E. B. Du Bois's The Souls of Black Folk and Henry Adams's The Education of Henry Adams in the early 20th century, along with works by Franz Boas, Margaret Mead, B. F. Skinner, Reinhold Niebuhr, Leo Strauss, and others in more recent times.

Professor Guelzo has laid out an intellectual feast made up almost entirely of homegrown American ingredients, with a dash of inspiration from abroad. You will find an abundance of food for thought, and after the first helping, you will definitely be back for more.

Health Curriculum

Understanding the Human Body : An Introduction to Anatomy and Physiology

Taught by Anthony A. Goodman
Montana State University
M.D., Cornell Medical College

32 lectures/ 24 hours

Course Description

This series of lectures will focus on the structure and function of the human body, its anatomy and physiology. The study of anatomy alone, without reference to both the normal and abnormal function of the human body, has little meaning. However, when studied in the context of the exquisite and intricate relationships of anatomy to those normal processes that keep us alive and allow us to reproduce and evolve, the subject becomes a gripping page-turner.

Human gross anatomy is the study of the structure that can be seen by the unaided eye. Microscopic anatomy, called histology, is the study of those structures too small to be seen without the help of a microscope. Together they make up the study of the structure of the human body. Gross Anatomy is the single most time-consuming course for the first-year medical student, who spends months in the laboratory dissecting an embalmed human cadaver. This right to dissect a human body was the result of hard-fought battles with both church and state, taking place over centuries. It is regarded by physicians and surgeons as one of the most important privileges in our medical education, and it is treated with the greatest respect. Joking and disrespect for those who donated their bodies for our education is not tolerated.

Cadaver dissection and regional anatomy are neither necessary nor practical for a course such as this. Instead, we will learn anatomy by systems and depend upon illustrations instead of cadavers.

In the dissection of a cadaver, anatomy is studied using "regional anatomy." Organs are studied in one area at a time, and understanding their relationships to each other is extremely important. Indeed, it is of utmost importance that the surgeon is thoroughly knowledgeable about which organs lie directly next to, above, behind, and beneath each structure that he or she may cut through. The surgeon cannot afford to be surprised by what is encountered next. The physician, too, needs to know what relationships the organs bear to each other and how this will affect the course of disease. A patient with infection in the appendix, for example, might in some cases show up with pus cells in the urine, because the right ureter passes very near the inflamed appendix. Despite the pus in the urine, the diagnosis is still appendicitis, and not a urinary tract infection. This kind of problem occurs with some frequency, though the organ systems involved are not really functionally related. So the study of regional anatomy is a totally appropriate way for the fledgling doctor to learn anatomy. Regional anatomy is also the only way to study on a cadaver. One simply cannot dissect the entire nervous system and then go back and dissect the vascular system, and then the gastrointestinal system, and so on.

Again, in this course we will learn anatomy and physiology by systems and the use of clear illustrative material. When studying physiology, it is also necessary to deal with systems and not

with regions.

We will correlate the findings in anatomy with the functioning of the normal human body, its physiology. Each lecture will concentrate on a particular organ or organ system, for example the heart. Then the next lecture will examine the physiology of the normally functioning heart. Finally, to make the connections even more meaningful, we will go into the more common clinical problems that occur when something goes wrong, the pathology of the organ or system. It is these clinical correlations that will make the course meaningful and real. In real life, not everything goes as planned.

The lectures, for the most part, are paired, with anatomy first, followed by physiology. In a few cases, this is not appropriate because the physiology of the organ is so much more complex than the anatomy, and to separate the two would be artificial. Lectures 19, 20, and 21 on The Endocrine System are such examples.

It would be helpful for the student to own a good Dictionary of Medical Terms such as the one listed in the Suggested Reading. Additionally, having a copies of Dr. Netter's Atlas of Human Anatomy and Tortora and Grabowski's Principles of Anatomy & Physiology at hand would be very helpful.

Each lecture ends with questions which should be answered after digesting the material in the lecture. These are, for the most part, complex essay questions and require insight into the anatomy, physiology, and pathology of each system studied. The answers should be easily derived from the lecture notes.

Finally, there is a bibliography of suggested reading. The Atlas of Human Anatomy by Frank Netter is a classic that has saved the day for thousands of struggling medical students over the years. Its drawings and notes are a must for any serious student of anatomy. Principles of Anatomy and Physiology, by Tortora and Grabowski should be helpful for its excellent flow diagrams and charts in physiology. Other selections in the list, such as Oliver Sack's The Man Who Mistook His Wife For A Hat: and other clinical tales, should be interesting reading for any student who finds, for example, the section on The Nervous System of exceptional interest.

While it is certain that this course will not prepare you for performing emergency tracheostomy, a wilderness appendectomy, or an informal diagnosis of your neighbor's child's illness, I hope it will excite and inflame an interest in your own body, its processes and "the ills that flesh is heir to."

Understanding the Human Body : How We Heal, How We Fail

Taught by Anthony A. Goodman
Montana State University

M.D., Cornell Medical College

24 lectures/ 12 hours

Course Description

This lecture series looks at how the human body responds to attacks both from without and within. We will explore the many ways in which the body meets these challenges and how, in some cases, it may either fail or overreact.

Lecture One serves as an introduction, while Lecture Two examines cell biology, exploring the smallest functioning unit in the body, the cell. We will see how the cell micro-structure and molecular structure function to maintain the status quo, how cells respond to assault from both physical and chemical abnormalities, and how cells can change to meet these challenges.

Lectures Three, Four, and Five cover the inflammatory response, that immediate and primitive response to almost all forms of physical, chemical, and biological attack.

Lectures Six, Seven, and Eight look at the immune response, which in contrast to the inflammatory response is slower and more highly evolved, more specific and long-lasting, and has a distinct memory.

Lectures Nine through Sixteen are devoted to all forms of infectious diseases. These eight lectures examine humankind's most persistent and deadly threats which continue to impact mortality and morbidity rates worldwide. We will examine all their forms, from bacteria and viruses to prions and parasites. We will also look at the history, prevention, and treatment of these categories of disease.

Lectures Seventeen and Eighteen cover the broad area of shock, another all-too-common physiological body failure from attack. We will look at what causes shock, the body's specific responses to it, and options for treating shock.

Lectures Nineteen through Twenty-Three will conclude our look at the world of pathophysiology with an in-depth study of the causes and natural history of one of humankind's most prevalent and dangerous diseases, cancer. We will explore both the environmental causes and the specific steps in the molecular biology of cancer as well as its treatment.

Finally, in Lecture Twenty-Four, we close the course with a presentation on wound healing. The purpose of this course is to provide the tools for understanding how the body generally responds to injury and disease, tools that can be applied to further investigations. In addition, scientific vocabulary is introduced to increase our understanding of how our bodies fail and how they heal.

Great Courses Completed 2008-2009

English Curriculum

Building Great Sentences: Exploring the Writer's Craft

Masterpieces of the Imaginative Mind: Literature's Most Fantastic Works

Argumentation: The Study of Effective Reasoning

Health

The Human Body: How We Fail, How We Heal

Understanding the Human Body: An Introduction to Anatomy and Physiology

Math

Meaning From Data: Statistics Made Clear

What Are the Chances? Probability Made Clear

Philosophy

The American Mind

History

Early Middle Ages

May 18, 2001

Dear Mrs. Page,

I am writing regarding Adam Lanza's classroom assignment for next year. I understand that the process is underway, and I am hoping that Adam's personality and learning style can be considered as the final decisions are being made.

Adam is a quiet, considerate child with a tendency to withdraw. He has made tremendous strides in your school system and has benefited from speech therapy. He does, however, tend to "over focus" on rules and can be very hard on himself as a result. This year has been a challenge due, in part, to a slight mismatch in teacher style and student style.

I would like to take a moment to praise Erin Quinlan's recognition of this problem, as well as her efforts to resolve the issue. I realize the difficulty of modifying a classroom approach to accommodate an individual. Mary Sherlock also has been very helpful in keeping Adam's stress level at a minimum.

I am hoping that next year Adam will be placed in a classroom with a more casual feel to it. He responds well to a nurturing environment, and I would like his emphasis to be on learning rather than coping. He focuses on his work, enjoys structure and always adheres to the rules, but a certain level of strictness seems to bring on anxiety and depression.

I have appreciated Erin Quinlan's willingness to work with me on this issue. I believe that if Adam is matched to the right environment for his particular learning style, the process could be less teacher intensive. That would free Adam up to enjoy the learning process with a better result for everyone.

Please feel free to contact me at any time at 426-8167.

Sincerely,

Nancy J. Lanza

NH Department of Education
101 Pleasant Street
Concord NH 03301
Telephone (603)271-6693

ANNUAL STATEMENT OF PROGRAM
PARENT'S RESPONSE PAGE

Additional information is provided on the back of this form.

On this page of the "Annual Statement of Program", parents must respond to the District's proposal regarding the placement(s) in which the child's special education program will be delivered. Parents have 14 days to sign and return this document. This time limit may be extended if both parents and school district agree to an extension.

PARENT'S NAME: Nancy + Peter Lanza

ADDRESS: 44 Depot Rd
Kingston, NH

STUDENT: Adam Lanza

SPEDIS NUMBER: 559 559

DATE DOCUMENTS TRANSMITTED: ______

TRANSMITTAL METHOD: ______

FOR MORE INFORMATION CONTACT: T. Goggins

AUTHORIZED SCHOOL DISTRICT REPRESENTATIVE: (SIGNATURE AND DATE) Dr. Joyce B. Hughes 5/3/96

Parents: Please indicate your response to this special education proposal by checking the box(es) which reflect your decision, and then sign the document in the space provided. Thank you.

☐ **I AGREE TO THE PROPOSAL** for the provision of special education described in the attached document.

☐ **I DO NOT AGREE TO THE PROPOSAL** for the provision of special education described in the attached document.

☑ **I AGREE TO THE PROPOSAL** for the provision of special education described in the attached document, **WITH THE EXCEPTIONS GIVEN BELOW.** I understand the portions of the document to which I have agreed will be implemented on the initiation dates set forth in the document.

EXCEPTIONS: It was agreed that Adam would receive 1 1/2 hrs. of speech therapy per week.

Parents: If you disagree with this proposal, there are several ways to resolve the matter. Please refer to the back of this form for more information about your options. Thank you.

If you disagree with the proposal and wish to resolve the matter by initiating due process proceedings, check this box in addition to the one which you have already checked.

☐ **I REQUEST A DUE PROCESS HEARING**

PARENT'S SIGNATURE: ______

RELATIONSHIP TO STUDENT: ______

DATE: ______

School District Use
Received on:

White Copy - Parent Yellow Copy - State or Data Entry Pink Copy - District

2/95

INFORMATION ABOUT SPEDIS

SPEDIS is the SPecial EDucation Information System, a database which contains tracking information on students with educational disabilities, and their programs and services. All SPEDIS data is confidentially protected by a multilayered passkey system. The State uses the data in SPEDIS to monitor compliance with P.L. 101-476 (the Individuals with Disabilities Education Act), to provide statistical reports on special education to the New Hampshire Legislature, to the Office of Special Education Programs in Washington, DC, and to the general public. The State releases personally identifiable information only to the school district, the parent, another State agency which has a legitimate interest in the student, or to an agency which is performing specific work for the State which requires the handling of identifiable data.

HOW TO RESOLVE A DISAGREEMENT ABOUT A SPECIAL EDUCATION PROPOSAL

DISCUSSION: If you have questions or concerns about this proposal, talk with the contact person assigned to your child's case or the administrator in charge. In addition, it can be helpful to submit your questions, concerns or points of disagreement in writing and ask for a response. Always be as clear as possible in describing the problem and explaining what you want to happen.

NEUTRAL CONFERENCE: If you believe that the opinion of a neutral party based on information provided by both the parent and School District may help to resolve the disagreement, you may request that a neutral conference be scheduled. Call the Department of Education at (603) 271-2298 for more information about this option.

TEAM MEETING: If the matter is not resolved by your contact person or administrator, ask in writing to meet with the Special Education Team that developed the proposal. At the meeting, be specific in describing your concerns and what you think is an appropriate solution for your child. Ask the Team to discuss with you the reasons why they think their proposal is appropriate.

MEDIATION: If you believe that the matter cannot be resolved on the local level, you may ask to take advantage of the Special Education Mediation Program sponsored by the New Hampshire Department of Education. Ask your local school district contact person for more information about this program, or call the Department of Education at (603) 271-3741 and ask for the booklet, "An Introduction to Mediation".

DUE PROCESS APPEAL: If you disagree with the school district's proposal for your child regarding a special education matter and you have not been able to resolve the disagreement, you may wish to appeal the proposal by initiating an administrative due process hearing. This is how to ask for a hearing:

1. Check the last box on the other side of this form: "I request a Due Process Hearing."
2. Describe in writing:
   - what decision you wish to appeal;
   - why you are appealing; and
   - how you would like to see things changed.
3. Send this statement to the superintendent of your local school district. Be sure to include your name and address.

For more information: Ask your local administrator for a copy of Part Ed 1127 and Part Ed 1128 of the New Hampshire Standards for the Education of Students with Disabilities or call the NH Department of Education at (603) 271-3494.

YALE UNIVERSITY SCHOOL OF MEDICINE

Notice of Privacy Practices

This notice describes how medical information about you may be used and disclosed and how you can get access to this information. Please review it carefully. If you have any questions, please contact our privacy office at the address or phone number at the bottom of this notice.

Who will follow this notice?

Yale University School of Medicine provides health care to our patients in partnership with other professionals and health care organizations. The information privacy practices in this notice will be followed by:

- Any healthcare professional who treats you at any of our locations.
- Yale University School of Nursing
- All departments and units of Yale-New Haven Health System, including Bridgeport Hospital, Greenwich Hospital and Yale-New Haven Hospital, as well their affiliates (including but not limited to Temple Surgical Center, Women's Surgical Center, Ahlbin Center for Rehabilitation Medicine, and Mill Hill Medical Associates).
- All employees, medical staff, trainees, students, or volunteers of the entities listed above.

While each of these facilities and affiliates operates independently, they may share your health information for coordination of care, treatment, payment and healthcare operations purposes.

Our pledge to you:

We understand that medical information about you is personal. We are committed to protecting medical information about you. We create a record of the care and services you receive to provide quality care and to comply with legal requirements. This notice applies to all of the records of your care generated by any of the separate facilities and providers described above. We are required by law to:

- Keep medical information about you private;
- Give you this notice of our legal duties and privacy practices with respect to medical information about you; and
- Follow the terms of the notice that is currently in effect.

How we may use and disclose medical information about you:

- We may use and disclose medical information about you without your prior authorization for treatment (such as sending medical information about you to a specialist as part of a referral) (this includes psychiatric or HIV information if needed for purposes of your diagnosis and treatment); to obtain payment for treatment (such as sending billing information to your insurance company or Medicare); and to support our healthcare operations (such as comparing patient data to improve treatment methods or for professional education purposes) (Note: only limited psychiatric or HIV information may be disclosed for billing purposes **without your authorization**). If you are treated in a specialized substance abuse program, your special authorization will be needed for most disclosures other than emergencies).
- Other examples of such uses and disclosures include contacting you for **appointment reminders** and telling you about or recommending **possible treatment options, alternatives, health-related benefits or services** that may be of interest to you. We may also contact you to support our **fundraising efforts.**
- We may use or disclose medical information about you **without** your prior authorization for several other reasons. Subject to certain requirements, we may give our medical information about you, without prior authorization for **public health purposes, abuse or neglect reporting, health oversight audits or inspections, medical examiners, funeral arrangements and organ donation, workers' compensation purposes, emergencies, national security and other specialized government functions, and for members of the Armed Forces as required by Military Command authorities.** We also disclose medical information when **required by law**, such as in response to a request from **law enforcement** in specific circumstances, or in response to valid judicial or administrative orders or other **legal process.**
- Under certain circumstances, we may use and disclose health information about you for **research purposes**, subject to a special approval process. We may also allow potential researchers to review information that may help them prepare for research, so long as the health information they review does not leave our facility, and so long as they agree to specific privacy protections.

CONTINUED ON REVERSE SIDE

CONTINUED FROM FRONT

- If admitted as an inpatient, unless you tell us otherwise, we will list **in the patient directory** your name, location in the hospital, your general condition (good, fair, etc.) and your religious affiliation, and may release all but your religious affiliation to anyone who asks about you by name. Your religious affiliation may be disclosed only to clergy members, even if they do not ask for you by name.
- We may disclose medical information about you to a friend or family member whom you designate or in appropriate circumstances, unless you request a restriction. We may also disclose information to disaster relief authorities so that your family can be notified of your location and condition.

Other uses of Medical Information:

- In any other situation not covered by this notice, we will ask for your written authorization before using or disclosing medical information about you. If you choose to authorize use or disclosure, you can later revoke that authorization by notifying us in writing of your decision.

Right to Access and or Amend Your Records:

- In most cases, you have the right to look at or get a copy of medical information that we use to make decisions about your care, when you submit a written request. If you request copies, we may charge a fee for the cost of copying, mailing, or other related supplies. If we deny your request to review or obtain a copy, you may submit a written request for a review of that decision.
- If you believe that information in your record is incorrect or that important information is missing, you have the right to request that we correct the records, by submitting a request in writing that provides your reason for requesting the amendment. We could deny your request to amend a record if the information is not maintained by us; or if we determine that your record is accurate. You may submit a written statement of disagreement with a decision by us not to amend a record.

Right to an Accounting:

- You have the right to request a list accounting for any disclosures of your health information we have made, except for uses and disclosures for treatment, payment, and healthcare operations, circumstances in which you have specifically authorized such disclosure, and certain other exceptions.
- To request this list of disclosures, indicate the relevant period, which must be after April 14, 2003, but in no event for more than the last six years. You must submit your request in writing to the Privacy Office listed below.

Right to Request Restrictions:

You may request, in writing, that we not use or disclose medical information about you for treatment, payment or healthcare operations or to persons involved in your care except when specifically authorized by you, when required by law, or in an emergency. We will consider your request and work to accommodate it when possible, but we are not legally required to accept it. We will inform you of our decision on your request.

All written requests or appeals should be submitted to theP-rivacy Office listed below.

Requests for Confidential Communications:

You have the right to request that medical information about you be communicated to you in a confidential manner, such as sending mail to an address other than your home, by notifying us in writing of the specific way or location for us to use to communicate with you.

Right to request a paper copy of this Notice:

You may receive a paper copy of this Notice from us upon request, even if you have agreed to receive this notice electronically.

Changes to this Notice:

We may change our policies at any time. Changes will apply to medical information we already hold, as well as new information after the change occurs. Before we make a significant change in our policies, we will change our notice and post the new notice in waiting areas, exam rooms, and on our Web site at yalenewhavenhealth.org. You can receive a copy of the current notice at any time. The effective date is listed at the end. Copies of the current notice will be available each time you come to our facility for treatment. You will be asked to acknowledge in writing your receipt of this notice.

Complaints:

- If you are concerned that your privacy rights may have been violated, or you disagree with a decision we made about access to your records, you may contact the Privacy Office listed below.
- If you are not satisfied with our response, you may send a written complaint to the U.S. Department of Health and Human Services Office of Civil Rights. Our Privacy Office can provide you the address. Under no circumstances will you be penalized or retaliated against for filing a complaint.

Privacy Office
203 436-3650

Deputy Privacy Officer
Yale Medical Group
300 George Street, 6th Floor
P.O. Box 9805
New Haven, CT 06535-9805

/p/ at the end of short words.

up
ape
mop
nap
map
help
peep
lap
soap

rip
Keep
lip
top
soup
cape
sleep
pop
pup

Developmental Apraxia

by Nancy Williams, M.A.

Introduction

Please notice the movement of your lips, tongue, and throat muscles as you:

READ THIS SENTENCE ALOUD.

Did you feel the "r" in "read" giving your tongue and lips a workout? Did you notice how your tongue and throat muscles worked together to say "this"? You have just made more than fifteen muscle movements to say "Read this sentence aloud"!

Amazing, isn't it? As adults we take speaking for granted. But it is a very complex skill. Speaking requires good physical *coordination* of the lips, tongue, and throat muscles. That means they must all work together to make sounds—and to combine different sounds to make words.

What is developmental apraxia?

Apraxia is difficulty forming sounds into words. The term "*developmental apraxia*" is used when children have this problem.

In adults, apraxia is usually caused by a stroke or other physical injury. The reason for developmental apraxia is less clear. It is not caused by weak muscles. Your child may be able to smile, eat, and make other movements normally. The problem is coordinating all the muscles used to speak.

What are the common characteristics of developmental apraxia?

A child with developmental apraxia may be unable to say certain words. Or, the child may say a word correctly once, but be unable to do it again next time. The important thing to remember is that your child knows what to say, but has trouble forming the words. Some common characteristics are:

- The child usually understands what others say, but has trouble replying.
- The child may talk unevenly or very slowly.
- Sometimes the child may move the muscles used for speech without making sounds.
- The child usually has more difficulty saying longer words and sentences.
- The child may have other coordination problems, such as difficulty walking, coloring, or playing with toys.
- Some children with developmental apraxia may also have hyperactivity, feeding problems, other language difficulties, or learning problems.

What can parents do to help?

Your child with developmental apraxia may be getting help from a *speech and language clinician*. But your help as a parent is even more important. You can help your child express needs, wants, thoughts, and emotions. Take time to discuss the following ideas with your child's speech clinician or teacher. That way, everyone helping your child will be working as a team.

1. **Give your child many opportunities to make sounds, words, and combinations of words.**
Don't say a word and give your child only one chance to repeat it. Say the word and let the child say it many times. This is important because your child does not have a problem hearing the sounds, but rather knowing how to say them. Repetition allows the child's muscles to learn the habit of making the word.

2. **Show your child how you say a sound, word, or phrase.**
It may be helpful for your child to see you make the word, feel the airflow at the mouth, and feel the vibration at your throat. Tell your child, "Listen and watch me." Encourage your child to feel your mouth if it helps. Tell your child what you are doing to make the sound. For example, "I put my lips together to make this sound" or "Feel how the air bursts out of my mouth." A mirror might also be helpful to show both your mouth and your child's. Draw your child's attention to movements of the lips, tongue, and jaw.

3. **Practice sounds and words in combination.**
It is important to work with combinations rather than with isolated sounds. Ask your speech

clinician whether to work on a simple sound like "ga," a sequence of sounds like "gaga," or words and phrases like "got" or "I got it." Practice over and over with the same sound combinations. Work on combinations the speech clinician is also working on. Your child will benefit from your combined efforts.

4. **Help your child learn to use familiar words and phrases.**
Words that are used and practiced often are more likely to be more clearly spoken. "I want" and "I see" are phrases children use all the time. Encourage your child to learn these common phrases. They will come in handy when the child is having difficulty. You can help by saying "You want______?" Let the child repeat and, it is hoped, add the desired word.

5. **Keep practice sessions short.**
Limit the number of practice items. Work for short periods of time (three to five minutes) on one task. Then take a break. It is better to work with your child many times than to have one long lesson. It is also better to limit the number of things you work on. Use the same sound combinations over and over. Don't practice many different sound combinations at one sitting.

6. **Use written words for practice.**
If your child can read, you can use printed words or phrases for visual help. Seeing the sounds or words combined on the printed page may help your child combine the sounds in speech.

7. **Use rhythm, music, or *signing* to help your child.**
When your child is saying simple sounds or words, have the child beat out the rhythm while practicing. Your child can squeeze a ball, tap a hand, or swing an arm for every sound. If your child is practicing phrases or sentences, sing simple songs or say nursery rhymes together. For some children, using sign language while talking helps them to be understood.

Ask your speech clinician which of these home activities will help your child most. With teamwork and practice, you can help your child to be better understood.

Vocabulary

Apraxia—Difficulty in coordinating the muscles used in speech.

Coordination—Several muscles or muscle groups working together harmoniously to perform movements.

Developmental apraxia—Apraxia in children.

Sign language—Communication using gestures rather than spoken words.

Speech and language clinician—A person who is qualified to diagnose and treat speech, language, and voice disorders.

For more information, write to:
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
(312) 243-8400

Refer to:
4.1 Learning New Words
6.2.2 Help Your Child Learn to Speak Clearly
6.2.3 Learning Speech Sounds Through Listening
6.2.4 Help Your Child Learn Speech Sounds at Home

p10. Child remains in present educational placement until hearing.

- reimbursement of legal fees
- appeal decision of Hearing w/ civil action

p7. School must supply info re: legal & relevant Services available to assist with hearing

p6. School district to pay for independent educational evaluation

MRI - tuesday 15TH : 9:00 & 7 west
EEG - 17 10:30

sec. 504

very little in group settings due to his problems w communication. ~~In~~ when he is with a familiar friend or family he is much more willing to speak.

ERNST & YOUNG LLP

Learning is a process ~~that~~ of taking in knowledge, sharing knowledge + displaying a mastery of knowledge. My son can take in but cannot participate at age level in a group setting the sharing or the displaying of knowledge.

One on one - he is extraordinary. In a classroom setting he is performing well below age level.

Info given to me at IEP meeting was intentionally evasive & misleading in clear violation of Reh. Act 1973

☆ Joyce Hughes suggests private speech therapy.

1 - As a tax paying citizen - we have a right to continue Speech therapy through SRSD.

☆ Joyce Hughes terminated ~~set~~ services "effective immediately" even though I made it clear that I did not agree with the assesment & wanted a hearing.

File complaint

(cite Section 504)

note: when I read to her from Section 504 (pg 10) citing Adams right to stay in current program until the final written descision ~~a~~ from the hearing (And exhaustion of civil appeals) She stated she was "not aware" of any such right. ~~She~~ She also stated "we have determined ~~tha~~ he no longer qualifies" for speech therapy

Clear violation of Sec 504

~~Ernst & Young LLP~~

got dictophone

Sentence, he is ~~unintelligible~~ uncomprehensible up to 50% of the time.

(make an audio tape of him to present)

☆ He is so intelligent and performing above age level at so many things. ~~He~~ His speech is not affecting his ability to learn.

→ This is outrageous. If a child is performing acedemically as a 6 yr old and speaking like a 3 yr old — what does that tell us? That kind of ~~deep~~ discrepancy signals a major problem. ~~His nee~~ Right now we are dealing only with his speech. His neurologist believes that other issues will arise as he gets older. ~~The~~ Dislexia is almost a certainty given his current problems & family history. Lets deal with his speech now — before we need to start dealing with other ~~things~~ learning disabilities

next pg.

THE FORRESTAL AT PRINCETON

HOTEL & CONFERENCE CENTER

21st Tues 22 9:45 - - / hour -
Hospital.
Sharon Griffin

* need to respond in writing to discharge meeting
* call Mon AM for meeting w/ Superintendent
* call Anita for art class w
* make appointment Anne & Mary Jo
* call Robert Wells 271-1536 State advocate

It is apparent ~~to~~ that Adam requires a more detailed IEP — ~~not to be~~ to meet his specific difficulties that include, but are not limited to, his difficulty with language. Sharon Griffin, who specializes in this type of disorder, has offered her assistance in writing the IEP. ~~I think her input would be valuable.~~ Her experteeze in this matter would ~~be valuable.~~ be valuable ~~so~~ since traditional speech therapy may not get the results that a therapy tailored to this specific disorder can accomplish.

endings

I am looking forward to the next team meeting which I trust will conform to ~~the~~ Ed 1107.08 Evaluation Requirements for Students with Specific Learning DisAbilities Ed 1107.08 ~~(a)~~. (a)(1) specifies that the team will include the student's regular teacher. ~~Both of~~ Adam's teachers were unaware of the attempt to de code Adam and strongly disagree with the descision. ~~I have already voiced my objections to the~~ ~~It is my opinion that Adam requires~~ ~~I also stronge~~ I also disagree with the recomandation to discharge him from

neurology at Lahey Clinic in Burlington, Ma. While his condition remains undiagnosed, he has a strong history of seizures.
~~A full He will His caused by~~
A full report will be available in the event that a hearing or civil action becomes neccesary.

~~I had Adam Independ~~

~~Adam received a~~

Adam was independantly evaluated at the Exeter Hospital. ~~The evaluation was lengthy & thourough including medical background~~. The full report ~~wi~~ should be available for ~~our~~ the next ~~meet~~ "Team Meeting." I was told he has a significant decrease of rate and coordination during running speech — a condition caused by misfiring neurons in the brain. He has a Phonology disorder & a probable sensory ~~ino~~ integration disorder which needs to be confirmed with further testing. ~~This con These conditions~~ can ~~be treated but I need Special~~ ~~He can not learn~~ ~~Given these conditions, I would question why this problem has not been recognized during the two years that Adam has been in the Special Education~~ program.

As I stated at the Team meeting on ________, I strongly disagree with Adam being decoded & released from Special Ed. I would like to recap my objections.

needs work

His speech is ~~not~~ below age appropriate level. His spontaneous speech is unintelligible 50% of the time although he has a strong ability to mimic. ~~If he can mimic a word with perfect clarity but continues~~ in a "one on one" setting.

In a group/classroom setting this translates into an inability to communicate w/ peers or teachers. ~~He is / He has been referred to as "unusually quiet" in classroom settings.~~

Keep

~~I believe his inability to participate is a detriment to learning process.~~

Ed. 1107.08 (b)(1)b clearly defines his Speech imparement as an Educational disability. ~~since~~

~~Ed 1102.31~~

~~His condition is~~

~~Clearly this~~

He is currently under the care of Dr. Jessell, who specializes in Pediatric

the special Ed program. ~~It will be~~
~~the opinion of~~ an Independant Evaluation
has identifyed him ~~with~~ as having
multiple disorders which need to be
dealt with.* ~~It is my hope~~ that this
issue can ~~be resolved without~~ at
the next ~~team meeting~~.

At the last team meeting I requested
a Hearing ~~and understand~~ that and
it is my understanding that ~~that~~
request ~~to~~ has been noted and is on
file. It is also my understanding that
Adam will continue to recieve services
~~pending the written the outcome of the~~
~~Hearing the written de the Hearing~~
~~Officers written decision. His This~~
~~Adam In the event that the Hearing~~
the outcome of the Hearing. ~~In the~~
~~event that the~~ Adam will ~~also~~
~~continue to participate~~ remain in his
current placement
~~In the event~~ that ~~an appeal~~ a decision from the
Hearing Officer needs to be appealed
~~pending the exhaustion~~
~~at~~ in accordance with Ed 1128.14
However, It is my hope that issue
and expectation

can be resolved at the next team meeting.

Sincerely,

Nancy J Lange

~~cc~~ Kingston Children Center

cc: ~~[illegible]~~ J. Hughes. #1
M. Dalerio
M. Trisdale
A. Pardy
Kingston Children Center PreSchool Dept.

Misinformation
file
complaint →

When I asked if I could have an independant evaluation, Joyce Hughes stated that ~~you~~ I ~~can~~ could get him evaluated on my own & they would consider Exeter Hospital's input.

~~I should have been told that an independant eval.~~

I should have, at that point - been given the criteria for an ind. eval. at public expense (cite sec 504)

Misinformation
file
complaint

→ Joyce Hughes claimed that speech imparement was not enough to justify IEP. I personally know of several children in the program with speeech problems being the only criteria. (request profiles of all children with IEP in 3 yr period.) Also - in the state regs - Speech imparement is listed as educational disability

→ cite 34 CFR 300.5 and Ed 1102.31 of NH standards for the Education of Students with disabilities.

☆ question why J.H. brought up the fact that we are moving.
(get list of all IEP kids who planned moves. How many were "decoded" or attempted to decode.)

☆ question appropriateness of administering a 4 yr old test when he was within 3 weeks of being 5 yr. old.

☆ question why Mimi looked to JH for approval before filling out discharge paper.
Whose ~~[illegible]~~ decision is it?

note MeMi spent 1/2 hour with ~~Add~~ Adam
Michael spent 1/2 hour with Adam +
discharge was based solely on that.

☆ Mimi said he is quiet because he is a shy child. He is not - by any stretch of imagination - a shy child. He speaks

→ Start off w/ "I have a 5 year old child who can not say his name - I am told that this is not a problem."

☆ If you got some word games and spent some time with him he would improve.

~~Sp~~ School system blaming the parent? I have spent an enormous amount of time with adam as evidenced by the fact that he knows the alphabet. he can write. He can count. He has an extensive vocabullary although he can not pronounce the words. His receptive skills are that of a 6 yr old - yet he speaks like a 3 yr old.

☆ He doesn't pronounce L's & R's but those don't come until much later. I've seen 2nd graders with the same problem.

If L's & R's were the only issues I might agree but we are talking about ~~more than~~ L's R's D's sh ch th and many more combinations. When that many pronounciation problems are strung together in a

— get copies of all records & tests given to Adam

☆ question why his fine motor skill development is ~~sam~~ not being ~~considered~~ evaluated

☆ question why his medical problem are not being evaluated (significant neurological prob)

☆ get A ~~cop~~ copy of "School MISSION"

☆ include fact that on numerous field trips I can understand every other child 100% of the time. I understand my own son less than 75% of the time.

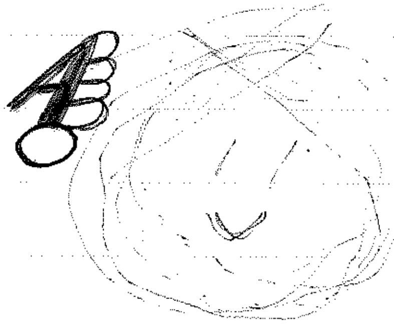
☆ question why no one has considered his repetitive behavior.

Ann Kimball
Gimazer

Jim
page @ 385 6724

F {10:30 M9
5:00 S11}

7,117.



Marghi
3 Maples: Marje Bean

44 Tuchel Rd

3 Maples Arts & Nature:
107 Thorn Rd - Dirt Road -
642-5027

5-7 Polywog Playhouse
8-15

Art Teacher
Nature trails: 21 yrs.

Ernst & Young LLP

SPontaneous Speech vs Mimic

First	Forst		no sh
dirty	~~dorty~~ dōrē		no ă
daddy	~~dăē~~ ~~dae~~ dah ē		no Th
cat	~~căt~~	caht	no r
hat	~~hat~~	haht	no consonants in middle of words
teddy	te ye		
fast	fahs		
hurt	horted		
shoes	sue		
Ryan	~~Wyan~~ Wyen		
Adam	Ahm		

☆ provide A list of at least 200 words incorrectly pronounced

☆ Peer pressure will make him perform.

→ other children will tease him & undermine his confidence. He will ~~to~~ learn to talk less not more.

☆ Already some ~~te~~ children are saying "he's weird" when they don't understand him. At this point he thinks it is funny when they say that but as he gets older he will realize that it isn't.

referred from Bob Murphy

Lawyer

☆ Michael Chamberlain

Ellen 622-3784

Shemotz.

$275-

Notes of Nancy

Nancy Lanza
44 Depot Road
Kingston, N.H. 03848

As I stated at the Team Meeting on April 11, 1997 , I strongly disagree with the results of Adam's assessment as well as the decision to release him from the Special Education Program. My concerns are as follows.

Adam's speech is below age appropriate level. His spontaneous speech is unintelligible up to 50% of the time, although he has a strong ability to mimic most sounds and words in a " one on one" setting. In a classroom setting, this problem translates into an inability to communicate with his peers and teachers. His inability to participate puts him at a disadvantage. There is, as I mentioned at the Team Meeting, a severe discrepancy between achievement and intellectual ability in the area of oral expression. Ed. 1107.08(b)(1)b clearly defines his speech impairment as an educational disability.

Adam is currently under the care of Dr. Lessell, who specializes in Pediatric Neurology at Lahey Clinic in Burlington, Ma. While his condition remains undiagnosed, he has a strong history of seizures. A full report will be available in the event that a hearing or civil action becomes necessary.

Adam participated in an independent evaluation at the Exeter Hospital. A full report should be available at the next Team Meeting. I was told that he has a significant decrease of rate and coordination during running speech - a condition caused by misfiring neurons in the brain. He was also diagnosed with " probable sensory integration disorder " which needs to be confirmed with futher testing.

It is apparent that Adam requires a more detailed Individual Education Plan to meet his specific needs that includes, but not limited to, his difficulty with language. Sharon Griffin, who deals extensively with this type of disorder, has offered her assistance in writing the Individual Education Plan. Her expertise in this matter would be invaluable since traditional speech therapy may not get the results that a therapy tailored to this specific disorder can accomplish.

I expect that another Team Meeting will be scheduled as soon as possible and that the meeting will conform to the Evaluation Requirements for Students with Specific Learning Disabilities. Ed 1107.08(a)(1) specifies that the team will include the student's regular teacher. Adam's teachers were unaware of the attempt to decode him and strongly disagree with the decision. I also disagree with the recommendation to discharge him from the Special Education Program. An independent evaluation has identified him as having multiple disorders that need to be dealt with. His neurologist will continue to monitor and evaluate the connection between his physical condition and his difficulty with language, as well as his inability to develop some of his fine motor skills.

I requested a Hearing at the last Team Meeting, and it is my understanding that the request has been noted and is on file. It is also my understanding that Adam will continue to receive services pending the outcome of the Hearing. Adam would also remain in his current placement in the

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cc: A. Pardy
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M. Dalterio
M. Trisdale
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M. Trisdale
Kingston Children's Center, Preschool Department

dessert	sassert
police	coplees
Computer	copua
already	auwĕēē
shark	~~sock~~ sahk/sock
Sharp	sahp
animAL	aminal
disgusting	gistustin
all of them	auf em
I have	auv
worry	wauēē
name	mane
were	war
kitty	kīē
can I have	cauv
Ryan do you want	Ry dowau
entire	~~autīūr~~ ~~autī~~oor autīur
better	beyau

magic	mahdsit
stage	stades
imagine	imahdsin

magic mahdsit
~~[illegible]~~ ~~[illegible]~~

- I want to catch a ball. "I wa cahtsau bow"
I want to eat ice cream at the end of
the day. "I wa a ee ice cweem ahee enau day."
I want a drink of milk. "I wa dwinkau
miwk"

first fôrst
dirty dôrē
daddy dahē
cat caht
hat haht
teddy tĕyē
fast fahs
hurt hôrted
shoes sue
Ryan Wyen
Adam Ahm
got gau
remember beahmbu or beah at beginning of sentance reahmbu if used at end of sentance or alone.
water wawda or waow depending on placement in sentance.
orange onz
drink dwink
on om
of au
What wha
sorry saue
catch cahts
many mahē
writing whitin

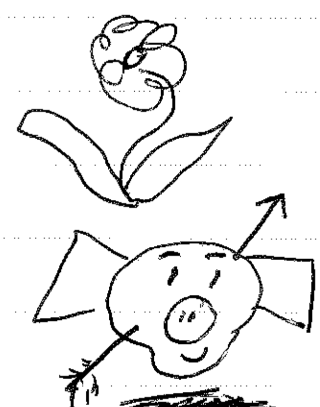
no sh
no ă
no th
no r

- will not use "the"
- no consonants in middle of many words

burn bôrhn
turn tõrhn
at a
the a
much muts
ball bow
this dis
apple ahpu
other ~~[illegible]~~ ahfu
help howp
bad bahd
put pow
Strong stwon
fall faow
going to gah

as long as ahlonah
witch wits
machine mahtseen
at the end of ahee enau
police coplees
policeman coplees mane
surprise coprise
computer copuah
tissue teesu

got gau
remember ~~be am bu~~ beahmbu
water ~~wautu~~ wawda
drink dwink "dwinkau ~~more~~ miwk"
~~om~~ on om
of au
what wha
~~I~~ sorry save
catch cahts
many mahe
writing whitin
born borhn
barn ~~borhn~~ bahn
turn torn
at a
much muts
ball bow "cahtsa bow" [redacted]
this dis
apple ~~aupu~~ ahpu
other ahfu
help howp
bad bahd
put pow
strong stwon



water ~~watoo~~ waow
fall ~~fahoo~~ ~~faho~~ faow
going to - gah -
as long as ~~alona~~ - ahlonah - ~~a lon a a lon~~
witch wits
machine mahtseen
At the end of - ahee en ah -
- ahee enau -

~~A~~ - book
- Certified
- sock off (one)

John Smerch John Storer

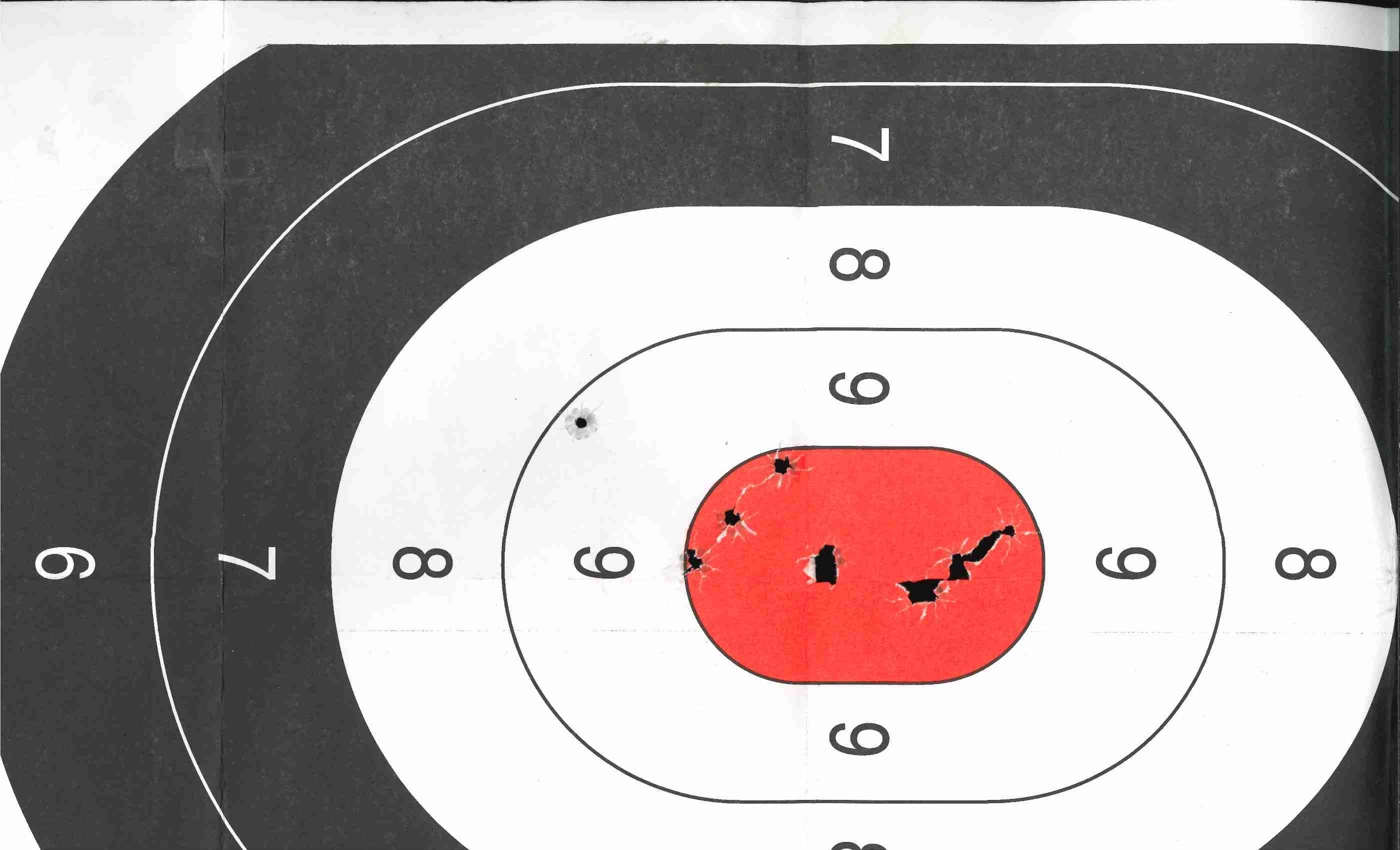
271-3738

SAU 17
Alan Panty : 642-3688 :45
in charge of
Special Ed

and

magazine

CM 50 FT. RAPID FIRE PISTOL TARGET



BERETTA → TAURUS

SIG SAUER

SMITH + WESSON

PARA ORDINANCE

KAHR

Adam School 9TH Grade

Item (Red Rope Gusset)	Item (Tyvek Gusset)	Expansion	Color
1516C	C1516C	1 3/4"	Red Rope
1526E	C1526E	3 1/2"	R. Rope, A,B,G,R,Y
1536G	C1536G	5 1/4"	R. Rope, A,B,G,R,Y
	15446	7"	Red Rope
B1536GS		5 1/4"	Red Rope
B1526ES		3 1/2"	Red Rope

*A: assorted, B: blue, G: green, R: red, Y: yellow

NEWTOWN PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date of Invitation 5/14/2007

M/M Peter Lanza
Name of Parent Guardian Student

36 Yogananda Street
Street Address

Sandy Hook	Ct	06482
Town	**State**	**Zip Code**

Dear M/M Peter Lanza

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:

Adam Lanza	4/22/1992	4540585068
Student Name	**DOB**	**ID Number**

Date of PPT 5/29/2007 **Time** 12:00 PM **Location** A103 Sp Ed High School

Purpose of this meeting is to: (check all that apply)

- ☐ discuss a referral to special education and consider/plan an evaluation.
- ☐ review evaluation results and determine eligibility for special education.
- ☐ develop, review or revise the IEP.
- ☒ conduct an Annual Review.
- ☐ plan reevaluation to determine eligibility for special education and related services.
- ☐ review reevaluation to determine eligibility for special education and related services.
- ☐ conduct a Manifestation Determination.
- ☐ consider transition needs/services-student will be invited to attend the meeting and: (check all below that apply)
- ☐ transition goals and objectives in the IEP will be developed/reviewed/revised.
- ☐ the agency representative(s) listed below will be invited to attend to assist in transition planning.
- ☐ other

The following persons have been invited:

administrator	Pat Atkinson	**name title**	Dee Coppole - Nurse
reg ed teacher	Denise Mendoza	**name title**	
special ed teacher	Sherry Earle	**name title**	
student	Adam Lanza	**name title**	
name and title	Jeff Tolson - Guidance	**name title**	

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individual to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

Sincerely,

Patricia Atkinson Dept Chairman
Name With Title

If you have any questions or wish to reschedule the meeting please contact me at: 426-7690
Phone number

- ☐ A copy of the Procedural Safeguards in Special Education is enclosed.
- ☒ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact Sally Lynch at 203-426-7626.
- ☐ A copy of this notice has been sent to the parent(s). (This is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must be sent to the student with a copy to the parents.)

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: High School   Age: 15   Current Grade: 9   High School Credits: ____   Gender: male

Home School: yes   Specify: ____   Race Ethnicity: White

School Next Year: High School   Home School: yes   Specify: ____   If your school district does not have its own high school, is the student attending his/her designated high school? ____

ID Number: 4540585068   Case Manager: Special Ed Teacher

Student Address: 36 Yogananda Street Sandy Hook, CT 06482   Student Instructional Language: English

Parent/Guardian (Name): Nancy Lanza   Home Dominant Language: English

Parent/Guardian (Address): ____   Student Home Phone: 203-426-8167   Parent Home Phone: 203-426-8167

Surrogate: ____   Parent Work Phone: 232-4723 Dad   Misc Phone: ____

Surrogate Address: ____   Most Recent Eval Date: 1/8/2007   Next Reeval Date: 1/8/2010

Reason for Meeting:
- ☐ Review Referral
- ☐ Plan Eval/Reeval
- ☐ Review Eval/Reeval
- ☐ Determine Eligibility
- ☐ Develop IEP
- ☐ Review or Revise IEP
- ☒ Conduct Annual Review
- ☐ Transition Planning
- ☐ Manifestation Determination
- ☒ Other...

Primary Disability: Other Health Impairment

The next projected PPT meeting date is: 5-28-2008

Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services): yes

Is this an amendment to an IEP? no

If yes, what is the date of the IEP being amended? ____

Amendments attached: no

Team Members Present (required)

AdminDesignee	Jan Calabro	Spec Educ Teacher	Sherry Earle	OT	
Parent Guardian	Ms. Nancy Lanza	School Psych		PT	
Parent Guardian	Mr. Peter Lanza	Social Work		Agency	
Surrogate Parent		Speech Lang		Other	Pat Atkinson/Sped Department Chair
Student	Adam Lanza	Guidance	Jeff Tolson	Other	
Student's Reg Ed Teacher	D. Mendoza	Nurse	Dee Coppole	Other	

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

List of PPT Recommendations

Adam continues to be identified as a student with speical needs.

IEP goals and objectives will be implemented.

Adam will receive up to 12 hours of tutoring weekly for the Extended School Year (ESY) for the summer 2007.

Planning and Placement Team Meeting Summary

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Actions Proposed	Reasons for Proposed Actions	Evaluation procedures, assessments, records, or reports used as a basis for the actions proposed
ESY tutoring up to12 hours per week for 8 weeks. Lap top for individual use Implement IEP goals and objectives	☒ Educational performance supports proposed actions ☐ Evaluation results support proposed actions ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met exit criteria ☐ Other	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Report Cards ☒ Review of Records 5/29/2007 ☐ Social Emotional Behavior ☒ Teacher 5/29/2007 ☒ Other progress reports

Actions Refused	Reasons for Refused Actions	Evaluation procedures, assessments, records, or reports used as a basis for the refusal
	☐ Educational performance support refusal ☐ Evaluation results support refusal ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Review of Records ☐ Social Emotional Behavior ☐ Teacher ☐ Other

Options considered rejected

☐ Full-time placment in general education with supplementary aids and services ☒ No other options considered and rejected ☐ Other...

Rationale for rejecting other options

☐ Options would not provide student with an appropriate program in the least restrictive envrionment ☐ Other...

Other factors that are relevant to this action

☒ There are no other factors that are relevant to this PPT decision ☐ Information/concerns shared by parents ☐ Information/preferences shared by student ☐ Other...

Exit information

☐ Date of exit from Special Education___ ☐ Returning to general education ☐ Reason for exiting Special Education____

Date these actions will be implemented (Minimum five school days from date parent received prior written notice) 6/5/2007

Parents please note: Under the procedural safeguards of IDEA,a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections is enclosed with this document A copy of Procedural Safeguards in Special Education is available on school district website : http://www:newtown.k12.ct.us. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: www.state.ct.us/sde/deps/special/index.htm

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

TRANSITION PLANNING

1. ☒ **Not Applicable. Student has not reached the age of 15 and transition planning is not required or appropriate at this time.**
2. ☐ **This is the fist IEP to be in effect following the child's 15th birthday (or younger if appropriate and transition planning is required).**

3. **Student Preferences/Interests-document the following:**

   a) Was the student invited to attend his/her Planning and Placement Team (PPT) meeting?
   b) Did the student attend?
   c) How were the student's preferences/interests, as the relate to planning for Transition Services determined?

   ☐ Age appropriate informal/formal assessment ☐ Comments at Meeting ☐ Other...
   ☐ Personal Interviews ☐ Functional Vocational Evaluations

   d) Summarize student preferences/interests as they relate to planning for Transition Services:

4. **Anticipated Post Secondary Outcomes: (Check all that apply)**

   ☐ Post-Secondary Education ☐ Vocational Education ☐ Integrated Employment ☐ Adult Services ☐ Independent Living or Community Participation

5. **Agency Participation:** ☐ NA

   a) Were any outside agencies invited to attend the PPT meeting? (If no, specify reason)
   b) If yes, did the agency's representative attend?
   c) Has any participating agency agreed to provide or pay for services/linkages? (If yes, specify reason)

6. **Summary of the Transition Services recommended in this IEP and setting(s) where these services will be provided (Complete the items below that apply)**

   a) ☐ An Employment/Post secondary goal and related objectives will be developed and implemented in the following setting(s): ☐ NA

   ☐ School Based Instruction/Activities ☐ Community Based Instruction/Activities

   b) ☐ An Independent Living Goal and related objectives will be developed and implemented in the following setting(s):

   ☐ School Based Instruction/Activities ☐ Community Based Instruction/Activities

   c) ☐ A Community Participation Goal and related objectives will be developed and implemented in the following setting(s):

   ☐ School Based Instruction/Activities ☐ Community Based Instruction/Activities

7. **If the student has transition goals and related objectives, respond to the following:** ☐ NA

   a) The course of student needed to assist the child in reaching the transition goals and related objectives will include: (e.g. Student will be enrolled in college prep courses/student will participate in career awareness exploration classes):

   b) The related services needed to assist the child in reaching the transition goals and related objectives will include:

   c) The assistive technology devices and/or services needed to assist the child in reaching the transition goals and related objectives will include:

8. **At least one year prior to reaching age of 18, the student must be informed of their rights under IDEA which will transfer at age 18.**

9. **For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before : (specify date)**

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, parent/student reports, curriculum based and standardized assessments, observation, including CMT and CAPT results and student samples).

Parent and Student Input and Concerns

Area briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Academic Cognitive Language Arts			
Academic Cognitive Math			
Other Academic Cognitive Nonacademic			

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Behavioral/Social/Emotional			
Communication			
Vocational and Transition			
Health and Development			
Fine and Gross Motor			
Activities of Daily Living			
Other			

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

#1 Adam will master the curriculum of selected general education courses modified to meet his unique learning needs.

Eval Procedure 10
Perf Criteria G
Trials

6/07	11/07	2/08	4/08

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will participate in learning activities.

Eval Procedure 11
Perf Criteria I
Trials 4/5

Objecitve #2

Adam will pass content assessments.

Eval Procedure 1
Perf Criteria D
Trials

Objecitve #3

Adam will complete homework.

Eval Procedure 9
Perf Criteria G
Trials

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify)	
12. Other (specify)	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Social/Behavioral — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

#2 Adam will increase his time with others in a school setting.

Eval Procedure 10
Perf Criteria E
Trials

6/07	11/07	2/08	4/08

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will attend in-school tutoring for modified general education courses.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Objecitve #2

Adam will move from one classroom setting to another.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Objecitve #3

Adam will tolerate the presence of adults and/or age-mates in his designated classrooms.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments 2. Pre andPost Standardized Assessments 3. Pre and Post Base Line Data 4. Quizes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio 7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) 12. Other (specify) teacher observation	A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Scores E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other (Specify) J. Other (Specify)

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)
#3 Adam will increase his use of technology.

Eval Procedure 10
Perf Criteria E
Trials 4/5

6/07	11/07	2/08	4/08

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1
Adam will use a word processor for academic assignments.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Objecitve #2
Adam will send and receive email.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Objecitve #3
Adam will use the Internet to complete research for academic assignments.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments 2. Pre andPost Standardized Assessments 3. Pre and Post Base Line Data 4. Quizes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio 7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) 12. Other (specify) teacher observation	A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Scores E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other (Specify) J. Other (Specify)

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Program Accommodations and Modifications-INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable child:
- **-To advance appropriately toward attaining his/her annual goals**
- **-To be involved in and make progress in the general education curriculum**
- **-To participate in extracurricular and other nonacademic activities, and**
- **-To be educated and participate with other children with and without disabilities**

Accommodations may include Assistive Technology Devices and Services

Sites/Activities Where Required and Duration

Materials Books Equipment

Laptop necessaryfor academic courses

Tests Quizzes Assessments

Grading

Organization

Environment

Behavioral Interventions and Support

Instructional Strategies

Other accommodations

. **Note: When specifying required supports for personnel to implement this IEP, include the specific supports required) , frequency and duration**

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include:

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

STATE AND DISTRICT TESTING AND ACCOMMODATIONS
The CMT/CAPT section or Districtwide section must be completed

CMT/CAPT-IDENTIFY THE GRADE OF THE STUDENT WHEN THE TEST IS SCHEDULED

Grade 10

CMT/CAPT-Identify the appropriate option

Standard Administration

***Complete the accommodations form (CMT/CAPT) for the standard administration only if necessary. File one electronically, attach one to the IEP and keep and copy for the teacher's file.**

****Exempt will only apply to a special education student who has also been identified as an English Language Learner and has been enrolled in a U.S. school for fewer than 10 school months AND the student has taken the Language Assessment Scales (LAS/LAS Links) at least once in that time period.**

DISTRICTWIDE ASSESSMENT-IDENTIFY THE GRADE OF THE STUDENT WHEN THE TEST IS SCHEDULED

DISTRICTWIDE ASSESSMENT-Identify the appropriate option

NA-No districtwide assessment is scheduled during this term of the IEP

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS

1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:

☒ NA
☐ An intervention plan has been developed
☐ IEP Goals and Objectives have been developed to address the behavior
☐ Other: (specify)

2. For student with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:

NA

3. For students who are blind or visually impaired:

☒ NA

☐ Instruction in braille or the use of braille is being provided, as required

☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

4. For student's who are deaf or hard of hearing, the PPT determined (after considering the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode and considering whether the student requires assistive technology devices and services) that the following services are required:

NA

PROGRESS REPORTING

Consistent with grade level report cards

EXIT CRITERIA

Exit Criteria: Student will be exited from Special Education upon: Ability to succeed in Regular Education without Special Education Support

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education Services	Goals	Frequency	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
EYS Services	1,2,3	12hrwk	Reg ed /Sp Ed	Reg Ed teacher	6/26/2007	8/25/2007	3	
Related Services								

Instructional Site 1. Regular Classroom 2. Resource/Related Service Room 3. Self-Contained Classroom 4. Community-Based 5. Other:

Description of Participation in General Education: Adam receives all services in a 1-1 or small group setting

1. Assistive Technology: Required: See pg. 8
2. Applied Voc Ed: NA
3. Physical Education: Regular
4. Transportation: NA
5. Length of School Day (Specify): 2.4 hours
6. Number of Days/Week (Specify): 5
7. Length of School Year (Specify): 8 weeks
8. Total School Hours/Week (Specify): 12
9. Special Education Hours/Week (Specify): 12
10. Hours per week the student will spend with children/students who do not have disabilities (time with nondisabled peers): 0
11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers? no
12. Extended School Year Services: Required: See service delivery grid above or an additional page 11 to be provided

13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities including lunch, recess, transportation, etc., with students who do not have disabilities:

Applicable: Explain — Adam's special needs require individualized instruction to meet his needs

13. b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that s/he would attend if not disabled, the PPT must justify this removal from the regular education environment.

The IEP requires removal of the student from the regular education environment because Adam requires more intensive service than provided for in a general education classroom.

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to b removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the Individuals with Disabilities Education Act.

Lanza	Adam	4/22/1992	Newtown Public Schools	5/29/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Required Data Collection

(Collect at the initial development of an IEP and subsequent Annual Reviews: Not a component of the IEP)

For Children 3 to 5 years of age

Date the PPT met to write the original IEP **Effective date of the child's original IEP (date first service began):**

Did the child receive Birth to Three Services?

If the effective date of original IEP (date first services began) was not on or before the child's third birthday, why?

Placement/Settings for 3-5 year olds **In-District**

Education Placement 3 to 21 years of age

1. Education Location (3-21 year olds:

- ☐ Approved, Private Sp. Ed. Program
- ☐ Comm. Based Pre-K
- ☐ Endowed and Incorporated Academy*
- ☐ Head Start
- ☐ Hospital or Homebound
- ☒ In-District
- ☐ Magnet
- ☐ Non-approved Sp. Ed. Program
- ☐ Other Private Agency
- ☐ Other Public School District
- ☐ Out of State
- ☐ Parochial/Private School
- ☐ RESC (Special Ed Program) (Including Public Charter)

2. Primary Reason for Educational Location

- ☐ Charter School
- ☐ (Parental Choice)
- ☐ Inter-district Magnet
- ☐ (Parental Choice)
- ☐ Open Choice
- ☐ (Parent Placement)
- ☐ Court Order Following Due Process
- ☐ Interim Alternative Education Setting (IAES)
- ☐ Parent/BOE Placement Resolution
- ☐ CTHSS (Parental Choice)
- ☐ Mediation Agreement
- ☐ PPT
- ☐ Due Process Hearing Decision
- ☐ Medical (Hospital/Homebound)
- ☐ Service plan only (Parent Placement)
- ☐ Expulsion
- ☐ None (Awaiting Placement)
- ☐ Homeless
- ☐ Non-Educational Restriction / Treatment Boundary
- ☐ Vo-Ag School (Parental Choice)

2a. If above response is "noneducational restriction/treatment boundary", who established the restriction/boundary?

☐ DCF ☐ DMR ☐ Department of Mental Health and Addiction Services ☐ Judicial Department ☐ Physician

3. If student doesn't live at home, where does he/she live?

- ☐ Correctional Facility
- ☐ Foster Home
- ☐ Hospital
- ☐ Municipal Detention Center
- ☐ Permanency Diagnostic Center
- ☐ Permanent Family Residence
- ☐ Private Detention Center
- ☐ Private Group Home
- ☐ Private Residential Treatment Center
- ☐ Public Group Home
- ☐ Public Residential Treatment Center
- ☐ Safe Home
- ☐ Supported housing
- ☐ Temporary Shelter
- ☐ Transitional Foster Home
- ☐ Other...

3a. If student is placed out of home for other than educational reasons, who was the placing agent?

☐ DCF ☐ Department of Mental Health and Addiction Services ☐ Judicial Department
☐ DMR ☐ Govt. of a Federally Recognized Native American Tribe ☐ Physician

Graduation

The student is projected to graduate in

(Check the box that applies at the annual review during the student's 9th grade)

NEWTOWN PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date of Invitation 11-17-2006

M/M Peter Lanza
Name of Parent Guardian Student

36 Yogananda Street
Street Address

Sandy Hook	Ct	06482
Town	**State**	**Zip Code**

Dear M/M Peter Lanza

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:

Adam	4/22/1992	4540585068
Student Name	**DOB**	**ID Number**

Date of PPT 11/28/2006 **Time** 11:15 AM **Location** A103 Sp Ed Office NHS

Purpose of this meeting is to: (check all that apply)

- ☐ discuss a referral to special education and consider/plan an evaluation.
- ☐ review evaluation results and determine eligibility for special education.
- ☐ develop, review or revise the IEP.
- ☐ conduct an Annual Review.
- ☐ plan reevaluation to determine eligibility for special education and related services.
- ☐ review reevaluation to determine eligibility for special education and related services.
- ☐ conduct a Manifestation Determination.
- ☐ consider transition needs/services-student will be invited to attend the meeting and: (check all below that apply)
- ☐ transition goals and objectives in the IEP will be developed/reviewed/revised.
- ☐ the agency representative(s) listed below will be invited to attend to assist in transition planning.
- ☒ other

parent requested testing

The following persons have been invited:

administrator	Pat Atkinson	**name title**	Mike Ridley Psychologist
reg ed teacher	Denise Mendoza	**name title**	
special ed teacher	Sherry Earle	**name title**	
student	Adam	**name title**	
name and title	Jeff Tolson guidance	**name title**	

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individual to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

Sincerely,

Pat Atkinson Dept. Chairman
Name and Title

If you have any questions or wish to reschedule the meeting please contact me at: 426-7690
Phone number

- ☒ A copy of the Procedural Safeguards in Special Education is enclosed.
- ☐ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact Sally Lynch at 203-426-7626.
- ☐ A copy of this notice has been sent to the parent(s). (This is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must be sent to the student with a copy to the parents.)

Lanza	Adam	4/22/1992	Newtown Public Schools	11/28/2006
Last Name	First Name	Birth Date	School District	Meeting Date

○ Keep ○ Fix ○ Delete

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: High School | Age: 14 | Current Grade: 9 | High School Credits: ___ | Gender: male

Home School: yes | Specify: ___ | Race Ethnicity: White

School Next Year: Middle School | Home School: yes | Specify: ___ | If your school district does not have its own high school, is the student attending his/her designated high school? ___

ID Number: 4540585068 | Case Manager: Special Ed Teacher

Student Address: 36 Yogananda Street | Student Instructional Language: English

Parent/Guardian (Name): M/M Peter Lanza | Home Dominant Language: English

Parent/Guardian (Address): ___ | Student Home Phone: 203-426-8167 | Parent Home Phone: ___

Surrogate: ___ | Parent Work Phone: ___ | Misc Phone: ___

Surrogate Address: ___ | Most Recent Eval Date: ___ | Next Reeval Date: ___

Reason for Meeting:

- ☐ Review Referral
- ☐ Plan Eval/Reeval
- ☒ Review Eval/Reeval
- ☐ Determine Eligibility
- ☐ Develop IEP
- ☐ Review or Revise IEP
- ☐ Conduct Annual Review
- ☐ Transition Planning
- ☐ Manifestation Determination
- ☐ Other...

Primary Disability: Autism

The next projected PPT meeting date is: on/before 2/1/2007

Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services) ___

Is this an amendment to an IEP? no

If yes, what is the date of the IEP being amended? ___

Amendments attached: no

Team Members Present (required)

Admin/Designee	Pat Atkinson	Spec Educ Teacher	Sherry Earle	OT	
Parent Guardian	Mrs. Peter Lanza	School Psych	Mike Ridley	PT	
Parent Guardian		Social Work		Agency	
Surrogate Parent		Speech Lang		Other	
Student		Guidance	Jeff Tolson	Other	
Student's Reg Ed Teacher	Denise Mendoza	Nurse		Other	

Lanza	Adam	4/22/1992	Newtown Public Schools	11/28/2006
Last Name	First Name	Birth Date	School District	Meeting Date

List of PPT Recommendations

The PPT recommended that Adam undergo an evaluation to determine his cognitive and processing ability and academic achievement.
The PPT will reconvene to discuss results of the evaluation when completed.

Planning and Placement Team Meeting Summary

Lanza	Adam	4/22/1992	Newtown Public Schools	11/28/2006
Last Name	First Name	Birth Date	School District	Meeting Date

Actions Proposed	Reasons for Proposed Actions	Evaluation procedures, assessments, records, or reports used as a basis for the actions proposed
To conduct an evalution to determine cognitive, processing abilities and academic achievement.	☒ Educational performance supports proposed actions ☐ Evaluation results support proposed actions ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met exit criteria ☐ Other	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Report Cards ☐ Review of Records ☒ Social Emotional Behavior ☒ Teacher ☒ Other parent report

Actions Refused	Reasons for Refused Actions	Evaluation procedures, assessments, records, or reports used as a basis for the refusal
	☐ Educational performance support refusal ☐ Evaluation results support refusal ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Review of Records ☐ Social Emotional Behavior ☐ Teacher ☐ Other

Options considered rejected

☐ Full-time placment in general education with supplementary aids and services ☒ No other options considered and rejected ☐ Other...

Rationale for rejecting other options

☐ Options would not provide student with an appropriate program in the least restrictive envrionment ☐ Other...

Other factors that are relevant to this action

☒ There are no other factors that are relevant to this PPT decision ☒ Information/concerns shared by parents ☐ Information/preferences shared by student ☐ Other...

Exit information

☐ Date of exit from Special Education___ ☐ Returning to general education ☐ Reason for exiting Special Education____ graduation

Date these actions will be implemented (Minimum five school days from date parent received prior written notice) 12/5/2006

Parents please note: Under the procedural safeguards of IDEA,a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections is enclosed with this document A copy of Procedural Safeguards in Special Education is available on school district website : http://www:newtown.k12.ct.us. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: www.state.ct.us/sde/deps/special/index.htm

NEWTOWN PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date of Invitation 11-17-2006

M/M Peter Lanza
Name of Parent Guardian Student

36 Yogananda Street
Street Address

Sandy Hook	Ct	06482
Town	**State**	**Zip Code**

Dear M/M Peter Lanza

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:

Adam	4/22/1992	4540585068
Student Name	**DOB**	**ID Number**

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Pat Atkinson Dept. Chairman
Name and Title

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[redacted]

[redacted]

[redacted]

[redacted]

Yale Medical Group

THE PHYSICIANS OF YALE UNIVERSITY

Patient Financial Services
300 George Street, 6th Floor
P.O. Box 7309
New Haven, Connecticut 06519-0309

March 20, 2007

Nancy Lanza
36 Yoganada Street
Sandy Hook, CT 06482

Patient Name:	Adam Lanza
Responsible Party:	Nancy Lanza
Account#:	X01282042
Balance Due:	$600.00

Dear Nancy Lanza:

Thank you for choosing to receive your care from our physicians in the Yale Medical Group. I am writing this courtesy letter to let you know that you have a balance of $600.00 on your account. As a valued patient, we want to advise you of this balance.

Our policy requires payment in full within 30 days from the date of this letter. We understand that many of our patients experience financial difficulties and we are pleased to develop a mutually agreeable payment schedule.

If you have any questions regarding your account, please feel free to contact our Customer Service Department:

Monday-Friday 8:00am through 5:00pm
203-785-4216 or toll free 1-800-826-9922

Our qualified customer service representatives are always available to assist you in resolving your account balance. Quality customer service is the primary goal of Yale Medical Group Patient Financial Services so please do not hesitate to contact us for assistance. We look forward to hearing from you soon.

Very Truly Yours;

Ms. Rumley
Patient Financial Services
203-737-1839

Yale University

Child Study Center
230 South Frontage Road
P.O. Box 207900
New Haven, Connecticut 06520-7900

Campus address:
SHM Room I-272
Telephone: 203 785-5880
Fax: 203 737-5104

July 11, 2007

Dear Mrs. Lanza,

I received a copy of the enclosed denial of benefits from CIGNA. I am enclosing a copy of my original e-mail correspondence with Susan Owen-Langley, LCSW of the GE Employee Assistance Program documenting her referring Adam to me at the recommendation of Dr. Kenneth Grossman, the GE Corp Medical Director. You may want to pursue this denial of benefits with the appropriate GE Human Resources person.

I hope things are going well for you and Adam.

Best regards,

Robert A. King MD

Robert A. King, MD
Medical Director, Tourette's/OCD Clinic
Professor of Child Psychiatry
Yale Child Study Center
203-785-5880
fax 203-737-5104
e-mail: robert.king@yale.edu

Nancy Lanza
203.837.8338
William HAWKINGS

CIGNA Behavioral Health
Central Appeals Unit
995 Viking Drive, Suite 350
n Prairie, MN 55344

June 25, 2007

Adam Lanza
36 Yogananda Street
Sandy Hook, CT 0648

RE: Denial of First Level Administrative Appeal from CIGNA Behavioral Health, Inc., on behalf of Your Employer Plan
Claims Administrator: CIGNA Behavioral Health
Date Issue Received at CIGNA Behavioral Health: 05/29/07
Issue ID: C04115717/102406
Issue Summary: Level One Appeal regarding non-authorization of outpatient services provided by Robert King, MD on 10/24/06

Dear Adam Lanza,

I am sorry, but CIGNA Behavioral Health is not able to recommend coverage for the above requested treatment service benefits.

After reviewing this request and all supporting documentation, I have decided on the following decision to uphold the initial determination. This decision was based on the following:

- Robert King, MD is a non-participating provider within the CIGNA Behavioral Health network. According to your out-of-network benefits through General Electric, outpatient mental health services are reimbursed at 50% when prior-authorization is obtained and at 25% with no prior-authorization. Also, General Electric will allow CIGNA Behavioral Health to back date an authorization up to ten days if proper notice is received.
- Upon review of CIGNA Behavioral Health administrative notes, there is no documentation of an attempt made by you or the provider of service to secure authorization(s) for the services provided within the allowable time frame.

Please note - if you plan on seeking further treatment with Robert King, MD or any other out-of network provider, please contact the General Electric Patient Advocate Line at 1-800-442-4227, prior to treatment to obtain prior-authorization.

I regret that this response is not more favorable. If you, or someone acting for you, are not satisfied with this decision, you may request a second level appeal review by the Appeals Committee. You have up to one year to request a standard appeal. This committee includes appeal reviewers who were not involved in any previous review of your issue. If you decide to continue with a second level appeal review, please send your request to:

Cigna Behavioral Health
Central Appeals Unit
PO Box 46090
Eden Prairie, MN 55344

If your plan is governed by ERISA, you also have the right to bring legal action under section 502(a) of ERISA following our review.

You or your plan may have other voluntary alternative dispute resolution options, such as mediation. One way to find out what may be available is to contact your local U.S. Department of Labor Office or your State insurance regulatory agency.

You are entitled to receive free of charge, upon request, copies of all documents, records and other information relevant to your appeal for benefits. You may make this request by calling the Central Appeals Unit at 800/241-4057 extension 2009 between the hours of 9 am and 5 pm, central time; Monday through Friday.

If you have any questions, you can reach me by writing to me at CIGNA Behavioral Health, Central Appeals Unit, 11095 Viking Drive, Ste 350, Eden Prairie, MN 55344 or by contacting me by facsimile at 952/996-2831 or by calling me at 800/241-4057 ext. 3526. You will receive a response from me as soon as possible.

Sincerely,

James Holmes

James Holmes
Senior Appeals Coordinator
CIGNA Behavioral Health

Copy sent to: Robert King, MD 1005601

Enc. Standard Appeal Procedures

CIGNA Behavioral Health
Standard Appeal Procedures

We have a two-step appeals procedure for coverage decisions. You may initiate an appeal yourself or delegate a representative to appeal on your behalf. If you or your delegate should decide to appeal our determination, a physician who was not involved in the initial decision will review your request. We respond to appeals as quickly as is possible, usually within 15 calendar days for pre-service coverage decisions and within 30 calendar days for other appeals. You will be notified in writing if we need more time to gather information. If you or your treating physician believes that this time period would jeopardize your health, you may request an expedited appeal by calling the Central Appeals Unit at 800/241-4057 ext 2009. If an expedited appeal is requested, we will respond within 72 hours after receipt of all necessary information. If you decide to choose a standard appeal review, please send your request along with a copy of your medical records and any comments, documents or other information relevant to the appeal within 365 days to the following address:

CIGNA Behavioral Health
Central Appeals Unit
Attn: Appeals Coordinator
P.O. Box 46090
Eden Prairie, MN 55344

In all cases where you are dissatisfied with the first level review, you may have the option of requesting a second level review. Most requests for a second level review will be decided by an Appeals Committee, which will include physicians who were not involved in prior decisions. You will be notified in writing of the outcome of the committee's decision within three (3) calendar days of the decision.

Your benefit plan may provide other alternative dispute resolution options, such as mediation. One way to find out what may be available to you is to contact your local United States Department of Labor Office and/or your State Insurance regulatory agency.

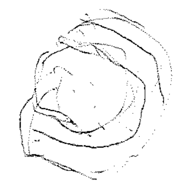
You are entitled to receive free of charge, upon request, copies of all documents, records and other information relevant to your appeal for benefits. You may make this request by calling the Central Appeals Unit at 800/241-4057 extension 2009 between the hours of 9am and 5 pm, central time, Monday through Friday.

CIGNA Behavioral Health

October 23, 2006

National Care Center
11095 Viking Drive, Suite 350
Eden Prarie, MN 55344
Telephone 952.996.3000
Facsimile 952.996.2846
Toll Free 1.800.338.1992

ADAM LANZA
36 YOGANANDA STREET
SANDY HOOK CT 06482



Dear Adam Lanza :

CIGNA Behavioral Health has authorized 1 outpatient visits for you with Robert King, MD effective 10-23-06 through 10-23-07. These services have been authorized in accordance with CIGNA Behavioral Health's Level of Care Guidelines pages 26-28.

Comments:

Authorization of visits by CIGNA Behavioral Health does not guarantee claim payment. Payment of services rendered is contingent upon the participant's current health benefit eligibility status, copayments, and available mental health/substance abuse benefits. Please note that benefit and/or coverage changes can occur on an account's aniversary date which is often at the end of the calendar year. If you have any questions please refer to the phone number on the back of the clients Identification Card.

Respectfully,

Utilization Management
CIGNA Behavioral Health

PARTICIPANT INFORMATION

As a CIGNA Behavioral Health participant, you have the right to understand your behavioral health care benefits and services, obtain information about CIGNA Behavioral Health as an organization, the CIGNA Behavioral Health practitioner network and the clinical guidelines that direct your care. In addition you have the right to:

- be treated with respect, with recognition of your dignity and right to privacy.
- receive services in a prompt, courteous manner that respects your cultural, ethnic identity, religion, disability, gender, age, marital status and sexual orientation.
- partner with your practitioner in decision making regarding your treatment plan.
- discuss appropriate or medically necessary treatment options, regardless of cost or benefit coverage.
- voice complaints and file appeals about CIGNA Behavioral Health or the care you received from a practitioner.
- make recommendations regarding CIGNA Behavioral Healthís membersí rights policy.

As a CIGNA Behavioral Health participant, you have the responsibility to:

- provide the information necessary for CIGNA Behavioral Health practitioners and providers to assist in your treatment goals.
- participate in your treatment establishing treatment goals and objectives with your practitioner.
- follow through with the instructions necessary to carry out your mutually agreed upon treatment plan.
- contact CIGNA Behavioral Health, 24 hours, 365 days per year, by calling 800-448-0178 for any behavioral care issue for which you need assistance.

DERECHOS Y RESPONSABILIDADES DE LOS SUBSCRIPTORES

Como subscriptor de CIGNA Behavioral Health, usted tiene el derecho de entender sus beneficios de salud y servicios, obtener informaci6n de CIGNA Behavioral Health como organizaci6n, de sus proveedores paeticipantes y de las pautas clínicas que determinan su cuidado de salud. En adici6n, tiene el derecho a:

- ser tratado con respeto y con reconocimiento a su dignidad y su derecho a privacidad.
- recibir servicios de manera rápida y cortés que respeten su orientaci6n cultural, indentidad étnica, religi6n, incapacidad, género, edad, estado civil y orientaci6n sexual.
- asociarse con su professional para determinar su plan de tratamiento.
- discutir opciones apropiadas o medicamente necesarias, irrespectivamente del costo y/o cubierta del plan.
- expresar quejas y radicar querellas sobre CIGNA Behavioral Health o del cuido que recibió del profesional.
- hacer recomendaciones en cuanto a la politica de los derechos de los subscriptores de CIGNA Behavioral Health.

Como participante de CIGNA Behavioral Health usted tiene la responsabilidad de:

- proveer la informaci6n necesaria a los profesionales y proveedores de CIGNA Behavioral Health para aistirle en su plan de tratamiento.
- participar en tratamiento estableciendo metas y objetivos con su profesional.
- continuar con las instrucciones necesarias para llevar a cabo las metas establecidas por ambos en su plan de tratamiento.
- comunicarse con CIGNA Behavioral Health, 24 horas, 365 dias al año, llamando 800-448-0178 para cualquier situaci6n de salud mental que requiera asistencia.

CIGNA Behavioral Health

BEHAVIORAL CARE OUT OF NETWORK CLAIM FORM

DO NOT USE STAPLES

Provider Section, Instructions and Mailing Information on Reverse Side

EMPLOYEE INFORMATION: Employee Complete This Section

A. Employee's Name (*First, M.I., Last*): Peter J. Lanza

B. Date of Birth: [redacted]

C. Sex: [x] M [ ] F

D. Employee's mailing address (*Street, City, State, Zip*) and daytime phone #: 36 Yogananda St, Sandy Hook CT 06482

Is this a change of address? [ ] Yes [x] No

E. Employee's Soc. Sec./ID No. [redacted]

F. Marital status: M

G. Policy/Account No.

H. Division/Branch or class/location

I. Employer: General Electric

J. Employee status: [x] Active [ ] Hourly [ ] Salaried [ ] Retired [ ] Disabled Date

PATIENT INFORMATION: Complete Only if Patient is Other Than Employee

A. Patient's name (First, M.I., Last): Adam P. Lanza

B. Relationship to employee: Son

C. Date of Birth: 4-22-92

D. Sex: [x] M [ ] F

E. Complete this information if patient is an unmarried dependent child

Dependent child is: [ ] Employed full-time [x] Student full-time

Name, address and phone # of child's school/employer: Newtown High School 12 Berkshire Rd Sandy Hook CT 06482 203-426-7646

FAMILY/OTHER COVERAGE INFORMATION

A. Spouse Employed: [ ] Yes [x] No

If no, has spouse been employed during last 12 months? [ ] Yes [x] No

B. Name of spouse: Nancy Lanza

Spouse's date of birth: 9/6/60

C. Employee's Soc. Sec./ID No. [redacted]

D. Name, address and phone # of spouse's employer

E. Is the patient covered under another group insurance or government plan, such as Medicare, a HMO plan or automobile mandatory no-fault coverage, which will also cover any of the medical expenses or disability losses of this claim? If yes, give name and address of insurance company, organization, or HMO providing benefits. [ ] Yes [x] No

Name & address

Policy number

ACCIDENT/OCCUPATIONAL CLAIM INFORMATION: Complete Only if Claim is a Result of an Accident or Occupational Illness/Injury

A. Description of illness (How, When, Where): N/A

B. Illness due to employment [ ] Yes [ ] No

C. Date of beginning of illness

D. Injury due to auto accident? [ ] Yes [ ] No

E. Have you or your dependent, or will you or your dependent file claim for worker's compensation benefits? [ ] Yes [ ] No

F. Are you or your dependents filing a claim or lawsuit against a third party in order to recover the cost of expenses incurred as a result of this illness? [ ] Yes [ ] No

EMPLOYEE'S/PATIENT'S SIGNATURE AND RELEASE: Employee Must Sign All Claims

A. Authorization to release information — I authorize any Health Care Provider, Insurance Company, Employer, Person or Organization to release any information regarding the medical, dental, mental, alcohol or drug abuse history, treatment, or benefits payable, including disability or employment related information, to any CIGNA company, the Plan Administrator or their authorized agents for the purpose of validating and determining benefits payable. I will receive a copy of this authorization upon request. This authorization or a copy shall be valid for one year from the date of signature. If the information disclosed relates to substance abuse treatment, these records' confidentiality is protected by Federal Law. Federal regulations (42 CFR Part 2) prohibit making any further disclosure of information without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations. A general authorization for the release of medical or other information is not sufficient to release substance abuse records. The Federal Rules restrict any use of the information to criminally investigate or prosecute any substance abuse patient. State laws may also protect the confidentiality of patient's records.

Patient's signature (Parent or Guardian if Claim is on a Minor): Nancy J Lanza

Date: 9/26/06

NOTE: If you wish your benefits paid directly to the physician or provider of service, sign in box B, below. Benefits will be paid directly to the hospital for a hospital confinement.

B. Payment Authorization — I authorize payment directly to those Health Care Providers described below, and/or as indicated on the enclosed bills, of Mental Health / Substance Abuse Benefits otherwise payable to me, for services rendered by them.

If Yes, employee's signature

Date

C. Certification — I certify that this information is true and correct.

Employee's signature: [signature]

Date: 9-26-06

FORM 00123-GE REV 3/98

Yale University

Child Study Center
230 South Frontage Road
P.O. Box 207900
New Haven, Connecticut 06520-7900

Campus address:
IG 82 Sterling Hall of Medicine

To Whom It May Concern:

Enclosed you will find a detailed bill for the appointment that you need to send to your insurance company. Also there is a copy for your records.

If there is any thing that the insurance company needs, please do not hesitate to contact me at any time. (203) 785-5880.

Sincerely,

Denise L. Kovecses
Sr. Administrative Assistant
Yale University Yale Child Study Center
TS/OCD Specialty Clinic

Yale Medical Group

THE PHYSICIANS OF YALE UNIVERSITY
P.O. Box 7309 • New Haven, Connecticut 06519-0309
Telephone (203) 785-4216

- ☐ Aetna/US Healthcare
- ☐ Anthem BlueCare Plans
- ☐ Anthem Blue Cross/Blue Shield BlueCard (Out of State) Plans
- ☐ Anthem Blue Cross/Blue Shield Century Plans
- ☐ Anthem Blue Cross/Blue Shield Federal Plans
- ☐ Anthem Blue Cross/Blue Shield National Plans
- ☐ Anthem Blue Cross/Blue Shield State Plans
- ☐ Cigna Healthcare
- ☐ Connecticare
- ☐ Healthchoice
- ☐ Physician Health Services
- ☐ Yale Health Plan
- ☐ Oxford Health Plans
- ☐ OTHER: ____________

PATIENT RESPONSIBILITY FOR PAYMENT

DATE: 10/24/06

PATIENT: Adam Lanza YNHHMRN: X01282042 2138383 DEPARTMENT/ATTENDING MD: Robert A. King M.D.

To accommodate the needs and requests of our patients, we have enrolled in a number of managed care programs. Each plan has different restrictions regarding services covered, how often they may be rendered and where you should obtain these services. Even within a single managed care program several plans may be offered.

Providing the highest quality of medical care for our patients is our primary concern. In order to provide that care within your managed care plan guidelines, we ask that you let us know at each time of service exactly what your plan guidelines are.

If you do not inform us of requirements contained in your plan and we provide or order services that you need but are not covered by your plan, we must bill you directly for those charges. Payment for services denied by your plan is your responsibility. You may appeal any denial to your managed care company. You may also elect to receive services that are not covered by your plan, but payment for these services is also your responsibility.

Member Agreement:

I have been notified that my HMO/Managed Care Company may deny payment for the services identified below, for the reasons stated. If the HMO/Managed Care Company denies payment, I agree to be personally and fully responsible for the payment.

[signature] Signature of Patient or Authorized Representative — mother Representative's Relationship to Patient — 10/24/06 Date — Patient Refusal to Sign ☐

If patient uses mark instead of signature, or if the patient refuses to sign the waiver, a witness must sign and date this form.

____________ Signature of Witness ____________ Date

(Note: This form should be signed and dated in advance of the service(s) that may be denied.)

10-24-06 Date(s) of service — Evaluation Service(s) — 975.00 Charges(s)

Reason Number – see below ☐ — [signature] Authorized Signature of YMG Dept Representative/Date

Reasons:

1. My HMO/Managed Care Company does not cover services that are not provided or approved by my Primary Care Physician (PCP).
2. My HMO/Managed Care Company does not usually cover out-of network services/providers.
3. My HMO/Managed Care Company does not usually pay for this many visits or treatments.
4. My HMO/Managed Care Company does not pay for this type of service.
5. My HMO/Managed Care Company usually does not pay for such an extensive procedure.
6. My HMO/Managed Care Company usually does not pay for like services by more than one doctor of the same specialty.
7. My HMO/Managed Care Company does not pay for cosmetic surgery or related services.
8. My HMO/Managed Care Company will not pay for this office visit unless it was an emergency.
9. My HMO/Managed Care Company usually does not pay for this equipment.
10. My HMO/Managed Care Company usually does not cover ____________.

Yale Medical Group

THE PHYSICIANS OF YALE UNIVERSITY

300 George Street 6th floor
P.O. Box 7309
New Haven, CT 06519-0309
(203) 785-4216

217345

DATE OF SERVICE 10-24-06

PATIENT NAME Adam Lanza

IDX MRN X01282042

IDX VISIT NO. 3799016

PHYSICIAN'S NAME Robert King

DEPARTMENT NAME Child Study

AMOUNT: 975 00

☐ CASH
☐ PERSONAL CHECK
Check number
☑ VISA
☐ MASTERCARD
☐ DISCOVER
☐ AMERICAN EXPRESS
☑ OTHER

THANK YOU [signature]
Received by (Please Print)

CLINIC TS/OCD clinic.

WHITE COPY-PATIENT/YELLOW-YMG CASHIERS OFFICE/PINK-CLINICAL DEPARTMENT FILE

NH Department of Education
101 Pleasant Street
Concord NH 03301
Telephone (603) 271-6693

ANNUAL STATEMENT OF PROGRAM

DATA ENTRY PAGE

SPEDIS codes are listed on the back of this form.

DIRECTIONS: Complete the box INFORMATION ABOUT THIS FORM. Enter ALL data under STUDENT INFORMATION. Enter ONLY new information or corrections on the remainder of the form. IT IS NOT NECESSARY TO RE-ENTER DATA ALREADY ON SPEDIS.

INFORMATION ABOUT THIS FORM

Completed by: Googins Date: 4/19/96
School or District: SRSD Phone:

This document will:
- ☐ Add a new student to SPEDIS
- ☑ Add new information to a student record
- ☐ Discharge this student
- ☐ Correct errors in this student's SPEDIS record

STUDENT INFORMATION

Student Name (Last) Lanza
(First) Adam (M.I.)
SPEDIS ID Number 5595559
Date of Birth (Month, Day, Year) 042192 Sex (M/F) M
Home Language English
Person Responsible for Student Parents
Town of Legal Residence Kingston

EVALUATION INFORMATION

Evaluation Team Meeting Date (Month, Day, Year) 032495

Examiner		Date (Month, Year)	Assessments		
04	Educator	0395	01		
20	Sp-Lang Path	0395	03		

Educational Disabilities 1st 04 2nd 3rd 4th

Was a vocational evaluation done? (Answer required for students age 14 - 21) ☐ No ☐ Yes (Enter date)

PLACEMENT INFORMATION

Placement Team Meeting Date (Month, Day, Year) District of Liability SRSD

SPECIAL EDUCATION PLACEMENT #1

Person/Agency Responsible for Placement DISTRICT
Dates: (Begin) 050796 (End) 061496 (Begin) ~~090996~~ (End) ~~050197~~
Building Number 02839000 KCC PRESCHOOL
Program Number I01 Hours per Week 06
For "M80" (preschool outreach) programs & other special cases: enter additional building number
Related Service(s) 18 S-L Ind. 92 Consult
1/2 Hr. Units/Wk. 02 01

SPECIAL EDUCATION PLACEMENT #2

Person/Agency Responsible for Placement DISTRICT
Dates: (Begin) 090996 (End) 050197 (Begin) (End)
Building Number 02839000 KCC CONSULT
Program Number I01 Hours per Week 06
Related Service(s) 18 SL Ind. 94 Consult
1/2 Hr Units/Wk. 03 01

REGULAR EDUCATION PLACEMENT Regular Class Hours Per Week

EXIT INFORMATION

CHILDFIND: Reason for No District Service Effective Date (Month, Day, Year)
DISCHARGE: Reason for Ending Liability Effective Date (Month, Day, Year)
If student moved to another NH district, enter new district

White copy - Parent Yellow Copy - State or Data Entry Pink Copy - District 2/95

ANNUAL STATEMENT OF PROGRAM - SPEDIS CODES

HOME LANGUAGE

00	English	13	Hebrew
01	French	14	Arabic
02	Spanish	15	Lao (Laos)
03	ASL	16	Kannada (India)
04	Greek	17	Kmer (India)
05	Finnish	18	Gujarati (India)
06	Italian	19	Korean
07	Portuguese	20	Armenian
08	Polish	21	Kahmer (Cambodia)
09	Japanese	22	Nepali (Nepal)
10	Chinese	23	Swahili
11	Vietnamese	24	Russian
12	German		

RESPONSIBLE FOR STUDENT

Blank	Parent
01	Adult Student
02	Guardian
03	Surrogate Parent

EXAMINERS

01	Audiologist
02	Associate Psychologist
03	Associate School Psychologist
04	Certified Educator
05	Guidance Counselor
06	Licensed Physician
07	Neurologist
08	Occupational Therapist
09	Opthalmologist
10	Optometrist
11	Otolaryngologist
12	Otologist
13	Psychiatrist
14	Psychologist
15	Physical Therapist
16	S.A.I.F.
17	School Nurse
18	School Psychologist
19	Social Worker
20	Speech-Language Pathologist
21	Speech-Language Therapist
22	School Principal
23	Vocational Educator

ASSESSMENT AREAS

01	Academic Performance
02	Adaptive Behavior
03	Communication Skills
04	Health
05	Hearing
06	Intelligence
07	Motor Ability
08	Observation
09	Social/Emotional Status
10	Vision
11	Vocational

EDUCATIONAL DISABILITIES

01	Mental Retardation
02	Hearing Impairment
03	Deafness
04	Speech or Language Impairment
05	Visual Impairment
06	Emotional Disability
07	Orthopedic Impairment
08	Other Health Impairment
09	Specific Learning Disability
10	Deaf-Blindness
11	Multiple Disabilities
12	Autism
13	Traumatic Brain Injury
20	Early Identification (Age Birth-3)
30	Developmental Delay (Age 3-5)

RESPONSIBLE FOR PLACEMENT

Blank	District
01	Parent
02	Court
03	NH Division of Children, Youth & Families

RELATED SERVICES

01	Audiological Services
02	Consultation to Staff
03	Counseling (Individual)
04	Counseling (Group)
05	Diagnostic Services
06	Individual Tutor or Aide
07	Interpretive Services
08	Occupational Therapy (Individual)
09	Occupational Therapy (Group)
10	Orientation/Mobility
11	Parent Counseling & Training
12	Physical Therapy (Individual)
13	Physical Therapy (Group)
14	Prosthetic/Orthotic Devices
15	Recreation
16	School Health Services
17	Social Work Services in Schools
18	Speech Pathology (Individual)
19	Speech Pathology (Group)
20	Transportation
21	Assistive Technology Device
22	Assistive Technology Service
23	Rehabilitation Counseling Service

CHILDFIND REASONS

10	Services Refused
11	Student Age Birth-3 or 21-22
12	No Physical/Emotional Stamina
20	Dropped Out of School

DISCHARGE REASONS

01	Moved Out of State
02	No Longer Has an Educational Disability
03	High School Graduation - Standard Diploma
04	Student is 22 years old
05	Deceased
06	Moved to Another NH District
08	High School Graduation - Other

SPEDIS codes for **TOWNs, DISTRICTs, BUILDINGs,** and **PROGRAMS** may be found on line in the INformation section of the SPEDIS data base, or consult the individual responsbile for maintaining your district's SPEDIS records within your school, district or SAU.

CIGNA Behavioral Health
Central Appeals Unit
11095 Viking Drive, Suite 350
Eden Prairie, MN 55344

June 25, 2007

Adam Lanza
36 Yogananda Street
Sandy Hook, CT 06482

RE: Denial of First Level Administrative Appeal from CIGNA Behavioral Health, Inc., on behalf of Your Employer Plan
Claims Administrator: CIGNA Behavioral Health
Date Issue Received at CIGNA Behavioral Health: 05/29/07
Issue ID: C04115717/102406
Issue Summary: Level One Appeal regarding non-authorization of outpatient services provided by Robert King, MD on 10/24/06

Dear Adam Lanza,

I am sorry, but CIGNA Behavioral Health is not able to recommend coverage for the above requested treatment service benefits.

After reviewing this request and all supporting documentation, I have decided on the following decision to uphold the initial determination. This decision was based on the following:

- Robert King, MD is a non-participating provider within the CIGNA Behavioral Health network. According to your out-of-network benefits through General Electric, outpatient mental health services are reimbursed at 50% when prior-authorization is obtained and at 25% with no prior-authorization. Also, General Electric will allow CIGNA Behavioral Health to back date an authorization up to ten days if proper notice is received.
- Upon review of CIGNA Behavioral Health administrative notes, there is no documentation of an attempt made by you or the provider of service to secure authorization(s) for the services provided within the allowable time frame.

Please note - if you plan on seeking further treatment with Robert King, MD or any other out-of network provider, please contact the General Electric Patient Advocate Line at 1-800-442-4227, prior to treatment to obtain prior-authorization.

I regret that this response is not more favorable. If you, or someone acting for you, are not satisfied with this decision, you may request a second level appeal review by the Appeals Committee. You have up to one year to request a standard appeal. This committee includes appeal reviewers who were not involved in any previous review of your issue. If you decide to continue with a second level appeal review, please send your request to:

Cigna Behavioral Health
Central Appeals Unit
PO Box 46090
Eden Prairie, MN 55344

If your plan is governed by ERISA, you also have the right to bring legal action under section 502(a) of ERISA following our review.

You or your plan may have other voluntary alternative dispute resolution options, such as mediation. One way to find out what may be available is to contact your local U.S. Department of Labor Office or your State insurance regulatory agency.

You are entitled to receive free of charge, upon request, copies of all documents, records and other information relevant to your appeal for benefits. You may make this request by calling the Central Appeals Unit at 800/241-4057 extension 2009 between the hours of 9 am and 5 pm, central time; Monday through Friday.

If you have any questions, you can reach me by writing to me at CIGNA Behavioral Health, Central Appeals Unit, 11095 Viking Drive, Ste 350, Eden Prairie, MN 55344 or by contacting me by facsimile at 952/996-2831 or by calling me at 800/241-4057 ext. 3526. You will receive a response from me as soon as possible.

Sincerely,

James Holmes

James Holmes
Senior Appeals Coordinator
CIGNA Behavioral Health

Copy sent to: Robert King, MD 1005601

Enc. Standard Appeal Procedures

FAX # 203-737-5104

Dr. Robert King - OCD.

- 203-785-5880

evaluation - Dr. King is aware to schedule w/ him.

fee - $975

Medical + Psych: preauthorized

Susan Owen-Langley [redacted]

Susan

[redacted]

[redacted]

Kathy Koenig PDD

FD-448
Revised
10-27-2004

FEDERAL BUREAU OF INVESTIGATION
FACSIMILE COVER SHEET

PRECEDENCE

☑ Immediate ☐ Priority ☐ Routine

CLASSIFICATION

☐ Top Secret ☐ Secret ☐ Confidential ☑ Sensitive ☐ Unclassified

TO

Name of Office:	Facsimile Number:	Date:
New Haven CP	203-503-5098	12/19/12

Attn:	Room:	Telephone Number:
SSA Mark Gentil	CP	203-503-5257

FROM

Name of Office:	Number of Pages: (including cover)
CIRG, BAU-2	9

Originator's Name:	Originator's Telephone Number:	Originator's Facsimile Number:
Molly Amman	703-996-2494 (bb)	703-632-4287

Approved:

DETAILS

Subject:

A. Lanza

Special Handling Instructions:

Sensitive medical / MH records.

Brief Description of Communication Faxed:

Dr. King's report.

*************** -COMM. JOURNAL- ******************* DATE DEC-17-2012 ***** TIME 19:43 ********

MODE = MEMORY TRANSMISSION START=DEC-17 19:41 END=DEC-17 19:43

FILE NO.=638

STN NO.	COMM.	STATION NAME/EMAIL ADDRESS/TELEPHONE NO.	PAGES	DURATION
001	OK	a912032704365	009/009	00:01:36

-NCAVC, BAU-2 -

***** UF-8000 v2 ****************** -703-632-4287 - ***** - 703 632 4287- *********

FD-448
Revised
10-27-2004

FEDERAL BUREAU OF INVESTIGATION
FACSIMILE COVER SHEET

PRECEDENCE

Immediate ✓ Priority Routine

CLASSIFICATION

Top Secret Secret Confidential ✓ Sensitive Unclassified

TO

Name of Office: EOC CP

Facsimile Number: 2032704365

Date:

Attn: ASAC DAVE GELIOS

Room:

Telephone Number:

FROM

Name of Office: BAU

Number of Pages: (including cover)

Originator's Name: ANDRE + MOLLY

Originator's Telephone Number: 703 906 4723

Originator's Facsimile Number:

Approved:

DETAILS

Subject: PSYCH EVAL - DR. ROBERT KING

Special Handling Instructions:

Brief Description of Communication Faxed:

WARNING

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FD-448
Revised
10-27-2004

FEDERAL BUREAU OF INVESTIGATION
FACSIMILE COVER SHEET

PRECEDENCE

○ Immediate ✓ Priority ○ Routine

CLASSIFICATION

○ Top Secret ○ Secret ○ Confidential ✓ Sensitive ○ Unclassified

TO

Name of Office: EOC CP	Facsimile Number: 2032704365	Date:
Attn: ASAC DAVE GELIOS	Room:	Telephone Number:

FROM

Name of Office: BAU	Number of Pages: (including cover)
Originator's Name: ANDRE + MOLLY	Originator's Telephone Number: 703 906 4723	Originator's Facsimile Number:

Approved:

DETAILS

Subject:
PSYCH EVAL - DR. ROBERT KING

Special Handling Instructions:

Brief Description of Communication Faxed:

WARNING

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[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

RE: ADAM LANZA

Diagnosis or Nature of Illness or Injury – Relate diagnosis to procedure in Column D by reference to numbers 1, 2, 3, etc. or ICD-9 Code. 1. 299.00 2. 3. 4.	Date of illness (first symptom) since 1-24-0	Date first consulted for this condition 9/30/05	Hospital confinement dates From To
	Date able to return to work N/A	Total disability dates From To	Partial disability dates From To
	Name and address of referring physician or other source N/A		

A. Date of Service	B. Place of service	C. Fully describe procedures, medical services or supplies furnished for each date given. Procedure Code	Explain unusual services or circumstances	D. ICD-9 Diagnosis Code	E. Charges
See Bill				299.00	

Your patient's name and account no.	Physician's or provider's tax identification number or social security number to be used for tax reporting	Physician's or provider's name and address	Total Charge
Adam Lanza	Tax I.D.# EIN 57 1237019 Soc. Sec. #	Dr. Paul Fox Ste. 1E 2 Old New Milford Rd. Brookfield, CT 06804-2426	Amount paid
		Physician's or provider's telephone (203) 775 9711	Balance Due

I certify that the foregoing information is true and correct and that the charges are the actual charges to the insured. | Physician's or provider's signature

1. (IH) – Inpatient Hospital
2. (OH) – Outpatient Hospital
3. (O) – Doctor's Office
4. (H) – Patient's Home
5. (PSY) – Day Care Facility
6. (PSY) – Night Care Facility
7. (NH) – Nursing Home
8. (SNF) – Skilled Nursing Facility
9. Ambulance
0. (OL) – Other Locations
A. (IL) – Independent Laboratory
B. Other Medical Facility

INSTRUCTIONS FOR FILING A CLAIM

Any person who knowingly and with intent to defraud any insurance company or other person files a statement containing any materially false information, or conceals, for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act which is a crime.

YOU SHOULD SUBMIT YOUR CLAIMS MONTHLY, BUT YOU MUST USE A SEPARATE CLAIM FORM FOR EACH MEMBER OF THE FAMILY.

1. IMPORTANT
- A completed claim form must be included with each submission for each member of the family for each separate illness.
- Your claim cannot be processed without your Social Security Number (Employee Section, Block E)
- You must sign and date your claim form (Employee's/Patient's Signature and Release Section)

2. ATTENDING PHYSICIAN OR PROVIDER INFORMATION SECTION SHOULD BE COMPLETED FOR MENTAL ILLNESS EXPENSES.
- *Be certain to include procedure code and ICD-9 Diagnosis code (Physician or Provider Section, blocks C and D)*

3. IF ENCLOSING ITEMIZED BILLS, THEY MUST INCLUDE:

ALL BILLS

Employee Name	Date of Service
Patient Name	Diagnosis
Type of Service	Charge for service

- Be certain to include Physician or Tax Identification Number.
- Bills will not be returned to you – make copies for your records.
- Receipts, balance due statements and cancelled checks are not acceptable.

4. ADDITIONAL INFORMATION
Save your Explanation of Benefits – duplicate vouchers are not available.

5. MAILING INSTRUCTIONS
Send your completed claim form and itemized bills to the address indicated below.

CIGNA Behavioral Health, Inc
P.O. Box 46270
Eden Prairie, MN 55344-6270

Telephone: 1-800-442-4227, GE Customer Service

CIGNA Behavioral Health

BEHAVIORAL CARE
OUT OF NETWORK CLAIM FORM

DO NOT USE STAPLES

Provider Section, Instructions and Mailing Information on Reverse Side

EMPLOYEE INFORMATION: Employee Complete This Section

A. Employee's Name (*First, M.I., Last*): Peter J. Lanza

[redacted]

C. Sex: ☑ M ☐ F

D. Employee's mailing address (*Street, City, State, Zip*) and daytime phone #: 36 Yogananda St, Sandy Hook CT 06482

[redacted] a change of address? ☐ Yes ☒ No

E. Employee's [redacted]

F. Marital status: M

G. Policy/Account No.

H. Division/Branch or class/location

I. Employer: General Electric

J. Employee status: ☑ Active ☐ Hourly ☐ Salaried ☐ Retired ☐ Disabled

Date

PATIENT INFORMATION: Complete Only if Patient is Other Than Employee

A. Patient's name (First, M.I., Last): Adam P. Lanza

B. Relationship to employee: Son

C. Date of Birth: 4-22-92

D. Sex: ☑ M ☐ F

E. Complete this information if patient is an unmarried dependent child

Dependent child is: ☐ Employed full-time ☑ Student full-time

Name, address and phone # of child's school/employer: Newtown High School, 12 Berkshire Rd, Sandy Hook CT 06482, 203-426-7646

FAMILY/OTHER COVERAGE INFORMATION

A. Spouse Employed: ☐ Yes ☑ No

If no, has spouse been employed during last 12 months? ☐ Yes ☑ No

B. Name of spouse: Nancy Lanza

Spouse's date of birth: 9/6/60

C. Employee's [redacted]

D. Name, address and phone # of spouse's employer

E. Is the patient covered under another group insurance or government plan, such as Medicare, a HMO plan or automobile mandatory no-fault coverage, which will also cover any of the medical expenses or disability losses of this claim? If yes, give name and address of insurance company, organization, or HMO providing benefits. ☐ Yes ☑ No

Name & address

Policy number

ACCIDENT/OCCUPATIONAL CLAIM INFORMATION: Complete Only if Claim is a Result of an Accident or Occupational Illness/Injury

A. Description of illness (How, When, Where): N/A

B. Illness due to employment: ☐ Yes ☐ No

C. Date of beginning of illness

D. Injury due to auto accident? ☐ Yes ☐ No

E. Have you or your dependent, or will you or your dependent file claim for worker's compensation benefits? ☐ Yes ☐ No

F. Are you or your dependents filing a claim or lawsuit against a third party in order to recover the cost of expenses incurred as a result of this illness? ☐ Yes ☐ No

EMPLOYEE'S/PATIENT'S SIGNATURE AND RELEASE: Employee Must Sign All Claims

A. Authorization to release Information – I authorize any Health Care Provider, Insurance Company, Employer, Person or Organization to release any information regarding the medical, dental, mental, alcohol or drug abuse history, treatment, or benefits payable, including disability or employment related information, to any CIGNA company, the Plan Administrator or their authorized agents for the purpose of validating and determining benefits payable. I will receive a copy of this authorization upon request. This authorization or a copy shall be valid for one year from the date of signature. If the information disclosed relates to substance abuse treatment, these records' confidentiality is protected by Federal Law. Federal regulations (42 CFR Part 2) prohibit making any further disclosure of information without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations. A general authorization for the release of medical or other information is not sufficient to release substance abuse records. The Federal Rules restrict any use of the information to criminally investigate or prosecute any substance abuse patient. State laws may also protect the confidentiality of patient's records.

Patient's signature (Parent or Guardian if Claim is on a Minor): Nancy J. Lanza

Date: 9/26/06

NOTE: If you wish your benefits paid directly to the physician or provider of service, sign in box B, below. Benefits will be paid directly to the hospital for a hospital confinement.

B. Payment Authorization – I authorize payment directly to those Health Care Providers described below, and/or as indicated on the enclosed bills, of Mental Health / Substance Abuse Benefits otherwise payable to me, for services rendered by them.

If Yes, employee's signature

Date

C. Certification – I certify that this information is true and correct.

Employee's signature: [signature]

Date: 9-26-06

FORM 00123-GE REV 3/98

[redacted]

[redacted]

[redacted]

Summer Session 4: Gancho Ganchev

CS140

Autumn: (140?)

CS166 143 required for CS170.

CS170 1. - CS I. Language M/W 10-11:40

CS205 2. Data Modeling + DB design T/R 3-4:40 M 5:25 - 755

ECO100 3. Princ. of Macro Eco. m/w 10/11:15 ~~[illegible]~~

Closed MAT120

spring MAT127

All info needed is on printed bill!

Westconnduit Password Change

WestConn Username: [redacted]

Password: [redacted]

Your Password must be exactly six digits long.

he Westconnduit URL is: **http://westconnduit.wcsu.edu**

HIGH SCHOOL: ______________________________

REGISTRATION FORM FOR
WESTERN CONNECTICUT STATE UNIVERSITY (WCSU)
FALL & SPRING 09-10 SEMESTERS ONLY

NAME: ______________________________
Last First MI.

ADDRESS: ______________________________
Number & Street

____
City/Town ST Zip Code

PHONE: ______________________________
Home Cell Work

Social Security Number: ______-______-______

Date of Birth: ______________________________

I WOULD LIKE TO REGISTER FOR THE FOLLOWING COURSE(S):

Course Selections (NOTE: Registration for Composition, Foreign Language, Math, Computer Science, upper level Business courses, and courses with Math prerequisites will not be accepted by mail without proof that any prerequisites have been met.)

CODE NO.	DEPT. & COURSE NO.	SEC. NO.	COURSE TITLE	CREDIT	COST
______	______	______	______	1	$204.00
______	______	______	______	2	$408.00
______	______	______	______	3	$612.00
______	______	______	______	4	$816.00
______	______	______	______	5	$1020.00
______	______	______	______	6	$1224.00

***REGISTRATION FEE** **$55.00**

***STUDENT ACTIVITY FEE ($3 PER CREDIT)** **$____**

***Not refundable**

TOTAL DUE $________

Revised 4-20-09 kd

PERMISSION FOR HIGH SCHOOL STUDENT TO REGISTER

STUDENT'S NAME: ______________________________
Last First MI.

ADDRESS: ______________________________
Number & Street

____
City State Zip Code

TELEPHONE NUMBER: ______________ EMAIL ADDRESS: ______________
(Optional)

SOCIAL SECURITY NUMBER: ________-________-________

ACADEMIC INFORMATION

NAME OF HIGH SCHOOL: ______________________________

TELEPHONE NO: ______________ EMAIL ADDRESS: ______________
(OPTIONAL)

HIGH SCHOOL REPRESENTATIVE: ______________________________
(NAME)

APPROVAL: ______________ DISAPPROVAL: ______________

WCSU ENROLLMENT MANAGEMENT OFFICE: ______________________________

APPROVAL: ______________ DISAPPROVAL: ______________

ADDITIONAL ACADEMIC INFORMATION/RECOMMENDATIONS

HIGH SCHOOL: ____

REGISTRATION FORM FOR
WESTERN CONNECTICUT STATE UNIVERSITY (WCSU)
FALL & SPRING 09-10 SEMESTERS ONLY

NAME: ____
Last First MI.

ADDRESS: ____
Number & Street

____
City/Town ST Zip Code

PHONE: ____
Home Cell Work

Social Security Number: ________-________-________

Date of Birth: ______________________

<u>I WOULD LIKE TO REGISTER FOR THE FOLLOWING COURSE(S):</u>

Course Selections (NOTE: Registration for Composition, Foreign Language, Math, Computer Science, upper level Business courses, and courses with Math prerequisites will not be accepted by mail without proof that any prerequisites have been met.)

CODE NO.	DEPT. & COURSE NO.	SEC. NO.	COURSE TITLE	CREDIT	COST
______	______	______	______	1	$204.00
______	______	______	______	2	$408.00
______	______	______	______	3	$612.00
______	______	______	______	4	$816.00
______	______	______	______	5	$1020.00
______	______	______	______	6	$1224.00

***REGISTRATION FEE** **$55.00**
***STUDENT ACTIVITY FEE ($3 PER CREDIT)** **$____**
***Not refundable**

TOTAL DUE $________

Revised 4-20-09 kd

PERMISSION FOR HIGH SCHOOL STUDENT TO REGISTER

STUDENT'S NAME: ____
Last First MI.

ADDRESS: ____
Number & Street

____
City State Zip Code

TELEPHONE NUMBER: ____________________ EMAIL ADDRESS: ____________________
(Optional)

SOCIAL SECURITY NUMBER: __________-__________-__________

ACADEMIC INFORMATION

NAME OF HIGH SCHOOL: ____

TELEPHONE NO: ____________________ EMAIL ADDRESS: ____________________
(OPTIONAL)

HIGH SCHOOL REPRESENTATIVE: ____
(NAME)

APPROVAL: ____________________ DISAPPROVAL: ____________________

WCSU ENROLLMENT MANAGEMENT OFFICE: ______________________________

APPROVAL: ____________________ DISAPPROVAL: ____________________

ADDITIONAL ACADEMIC INFORMATION/RECOMMENDATIONS

____

____

____

____

____

AMERICAN SCHOLAR™

MICRO-PERFORATED SHEETS
Feuilles Micro-Perfor es / Hojas Micro-Perforadas

70 SHEETS

70 Feuilles
70 Hojas

NOTE BOOK

Cahier
Cuaderno

1 SUBJECT

1 Matières
1 Materias

WIDE RULED

Réglé Large / Regla Grande

10.5 in x 8 in
26.6 cm x 20.3 cm

AMERICAN SCHOLAR®
Bay Shore, NY

ITEM NO. 78101

0 26538 78101 3

Made in India

School

- People
- Unsanitary
- Not enough time in the overcrowded hallways
- Teachers being disappointed in me
- I always seem to miss hearing homework being assigned (or implied...)
- Lunch is too short to be enjoyable
- I have to wake early for just disappointment
- Bus
- I learn too slowly; they teach to the slowest children
- I can't learn the way that school teaches
-

Name My name is Adam Lanza   Date 53/65

Inventory 4 on Units 1–5

Great score considering limited knowledge of geometry

Answers

Directions: Write answers in the spaces prov

1. Write a variable expression for the numbe
h hours.

1. h=60m C

For Exercises 2–4, evaluate each expression for $a = 5$ and $b = 3$.

2. $a - b$ 3. $2b + a$ 4. $3(b + a)$

5. Write $g \cdot g \cdot g$ as a power.

6. Write x to the seventh power using exponents.

Write as a power of 10.

7. $10^4 \cdot 10^2$ 8. $\frac{10^{11}}{10}$

Calculate according to the order of operations.

9. $2 \cdot 3 + 5^2 - 12 \div 4$ 10. $5(9 - 3) + 7 - 2 \cdot 8$

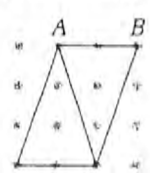
Use the distributive property to rewrite each expression without parentheses.

11. $9(b + 2c)$ 12. $\frac{2}{3}(6x + 9y)$

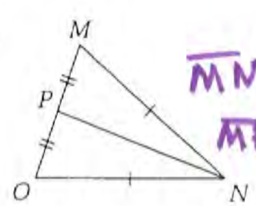
Combine like terms.

13. $c + 4(7 + c) - 15$ 14. $12 - s^2 + 2s + 5s^2 - 7$

Name the congruent polygons. Then list three pairs of congruent sides.

15.


AC ≅ CA

16.


MN ≅ ON
MP ≅ ·

Evaluate each expression when $x = -5$ and $y = -3$.

17. $|x|$ 18. $x - y$ 19. $x - 2y$

Write each number in decimal notation.

20. 9×10^5 21. 3.3×10^{-4} 22. 5.41×10^2

2. 2 C
3. 11 C
4. 24 C
5. g^3 C
6. x^7 C
7. 10^6 C
8. 10^{10} C
9. 28 C
10. 21 C
11. 9b+18c C
12. 4x+6y C
13. 5c+13 C
14. $4s^2+2s+5$ C
15. △ABC ≅ CDA AB ≅ CD BC ≅ DA
16. △MNP ≅ △ONP
17. 5 C
18. −2 C
19. 1 C
20. 900000 C
21. .00033 C
22. 541. C

Inventory

Name My name I s Adam Lanza Date ________

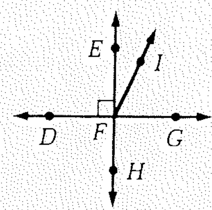
Inventory 4 *(continued)*

Inventory

Write each number in scientific notation.

23. 2,000,000 24. 0.006 25. 72.5

For Questions 26–28, use the figure at the right.



26. Name a vertical angle to $\angle DFE$.

27. Name an angle complementary to $\angle EFI$.

28. Name an angle congruent to $\angle DFH$.

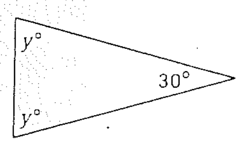
Simplify.

29. $4y(7x)$ 30. $j + 7j - 4 + 2j + 12$ 31. $4(k^2 + k) - 5 + k^2$

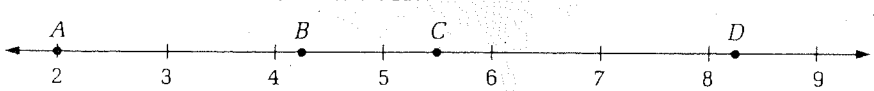
Solve.

32. $x - 9 = 30$ 33. $7 + \frac{x}{4} = 9$ 34. $5x - x = 16$

35. Write and solve an equation to find y.



For Questions 36–39, choose the letter of the point on the number line that matches each number.



36. $\sqrt{30}$ 37. $\sqrt{68}$ 38. $\sqrt[3]{75}$ 39. $\sqrt[3]{8}$

Jeremiah has been hired to measure the heights of trees on a tree farm. His measurements, in feet, for the first 15 trees are below.

10, 13, 14, 9, 7, 15, 10, 13, 10, 10, 13, 18, 6, 8, 9

Use the data for Exercises 40–42.

40. Find the mean, the mode(s), the median, and the range of the measurements.

41. Make a stem-and-leaf plot to display the data.

0 | 6 7 8 9 9
1 | 0 0 0 0 3 3 3 4 5 8

Answers

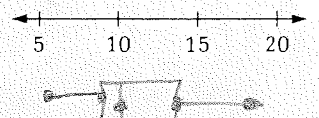
23. 2 x 10^6 C
24. 6. x 10^-3 C
25. 7.25 x 10^1 C
26. ________
27. ________
28. ________
29. 28xy C
30. 10j+8 C
31. 5k^2+4k-5 C
32. 39 C
33. 29 C
34. 4 C
35. 180°-30°=150°/2=75° ←
36. C. C
37. D. C
38. B. C
39. A. C
40. 7, 10, 10, & 12 ←
41. *See question.* C

Name My name is Adam Lanza Date ________

Inventory 4 *(continued)*

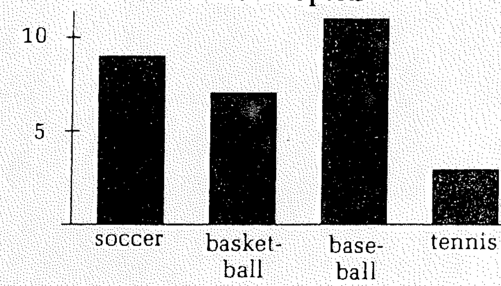
Answers

42. Make a box-and-whisker plot of the data.



42. *See question.*

For Questions 43–45, use the bar graph at the right.



43. Which sport is the favorite of the most students surveyed? How many students chose this sport as their favorite?

44. How many more students chose soccer than basketball?

45. Which sport was chosen by 10% of the students?

43. Baseball ; 11 C

44. Two. C

45. Tennis. C

46. See answer.

47. See answer.

48. *See question.*

49. *See question.*

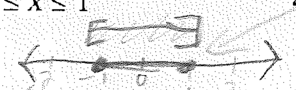
50. Positive correlation C

51. No Correlation C

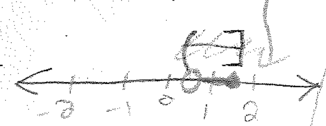
Inventory

Graph each inequality on a number line.

46. $-1 \le x \le 1$

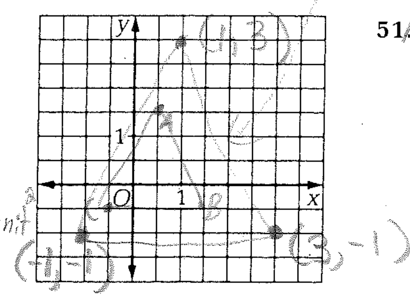


47. $\frac{1}{2} < x \le 1\frac{1}{2}$



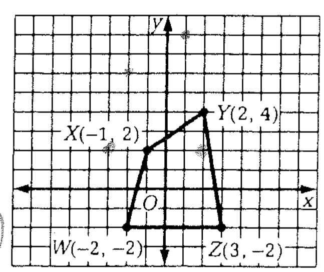
48. Plot the points $A(1, 3)$, $B(3, -1)$, $C(-1, -1)$ on a coordinate plane. Connect the points in order and connect A to C. Find the area of triangle ABC.

area of 8 unit²



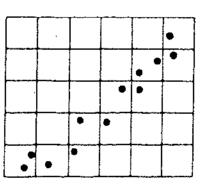
49. Translate polygon $XYZW$ shown at the right 1 unit left and 4 units up. What are the coordinates of each vertex after the translation?

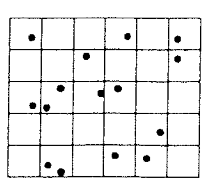
w = (-3, 2) x = (-2, 6)
y = (1, 8) z = (2, 2)



(-2, 6)
(1, 8)
(2, 2)
(-3, 2)

Tell whether each scatter graph represents a positive correlation, a negative correlation, or no correlation.

50. 

51. 

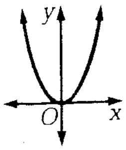
Name My name is Adam Lanza Date

Inventory 4 *(continued)*

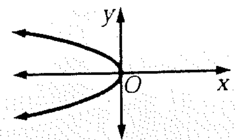
Answers

Tell whether each graph represents a function.

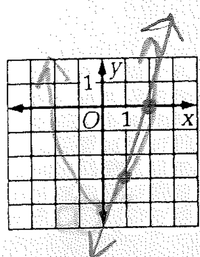
52.



53.

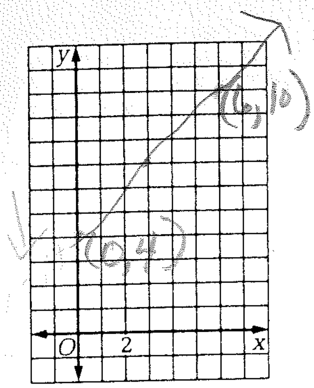


54. Graph $y = x^2 - 4$.



55. Use a graph to model the following situation. Then read the answer from the graph.

Julia's new plant is 4 in. tall. If it grows 1 in. a month, how tall will it be in 6 months?



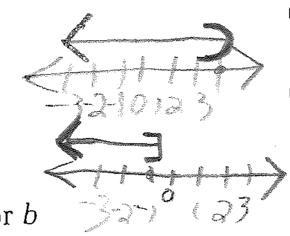
10 inches.

Solve.

56. $5(4 - y) + 7y = 30$ **57.** $6x + 2 = 3x - 4$ **58.** $\frac{3}{4}x - 1 = 2$

Solve and graph each inequality.

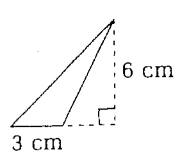
59. $5x + 12 < 27$ **60.** $5 - 2x \geq 7$



Solve each formula for the given variable.

61. $E = IR$, for I **62.** $V = \frac{3}{4}bh$, for b

63. Find the area the triangle.



Solve each system of equations.

64. $4x + 3y = 33$
$x = 2y$

65. $a = b - 2$
$3b + a = 2b + 8$

Answers

52. ______

53. ______

54. See question.

55. See question.

56. ~~5~~ 5

57. ~~$\frac{1}{2}x - 1$~~ x = −2

58. 4

59. X < 3

60. X < −1

61. $\frac{E}{R} = I$

62. $\frac{4v}{3h} = b$

63. 9cm²

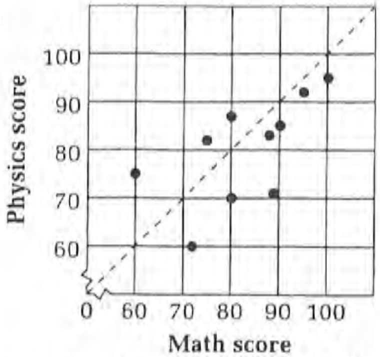
64. ~~11~~ X = 6

65. 5 = b
a = 3

 Teacher's Resources for Transfer Students *INTEGRATED MATHEMATICS 1*

Answer Key Intg. 1

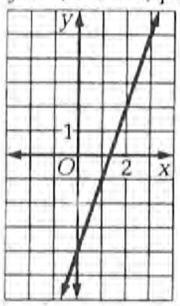
57.



a positive correlation; about 78 (SG 4-5, p.95)

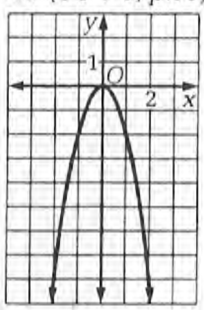
58. yes (SG 4-6, p.99) 59. no (SG 4-6, p.99)

60.



(SG 4-7, p. 103)

61.



(SG 4-7, p. 103)

Inventory 4

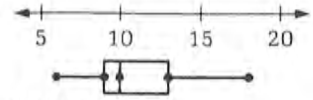
1. $60h$ (SG 1-2, p. 4) 2. 2 (SG 1-2, p. 4) 3. 11 (SG 1-2, p. 4) 4. 24 (SG 1-2, p. 4) 5. g^3 (SG 1-3, p. 7) 6. x^7 (SG 1-3, p. 7) 7. 10^6 (SG 1-3, p. 7) 8. 10^{10} (SG 1-3, p. 7) 9. 28 (SG 1-4, p. 11) 10. 21 (SG 1-4, p. 11) 11. $9b + 18c$ (SG 1-5, p. 13) 12. $4x + 6y$ (SG 1-5, p. 13) 13. $5c + 13$ (SG 1-5, p. 13) 14. $4s^2 + 2s + 5$ (SG 1-5, p. 13) 15. $\triangle ABC \cong \triangle CDA$; $\overline{AB} \cong \overline{CD}$, $\overline{BC} \cong \overline{DA}$, $\overline{AC} \cong \overline{CA}$ (SG 1-6, p. 16) 16. $\triangle MNP \cong \triangle ONP$; $\overline{MN} \cong \overline{ON}$, $\overline{MP} \cong \overline{OP}$, $\overline{NP} \cong \overline{NP}$ (SG 1-6, p. 16) 17. 5 (SG 2-2, p. 28) 18. −2 (SG 2-2, p. 28) 19. 1 (SG 2-2, p. 28) 20. 900,000 (SG 2-3, p. 31) 21. 0.00033 (SG 2-3, p. 31) 22. 541 (SG 2-3, p. 31) 23. 2×10^6 (SG 2-3, p. 31) 24. 6×10^{-3} (SG 2-3, p. 31) 25. 7.25 10 (SG 2-3, p. 31) 26. $\angle HFG$ (SG 2-5, p. 38) 27. $\angle IFG$ (SG 2-5, p. 38) 28. $\angle DFE$, $\angle EFG$, or $\angle HFG$ (SG 2-5, p. 38) 29. $28xy$ (SG 2-6, p. 43) 30. $10j + 8$ (SG 2-6, p. 43) 31. $5k^2 + 4k - 5$ (SG 2-6, p. 43) 32. $x = 39$ (SG 2-7, p. 45) 33. $x = 8$ (SG 2-8, p. 48) 34. $x = 4$ (SG 2-8, p. 48) 35. $2y + 30 = 180$; $y = 75$ (SG 2-7, p. 45) 36. C (SG 2-9, p. 50) 37. D (SG 2-9, p. 50) 38. B (SG 2-9, p. 50) 39. A (SG 2-9, p. 50) 40. 11 ft; 10 ft; 10 ft; 12 ft (SG 3-2, p. 60)

41.

0	6 7 8 9 9
1	0 0 0 0 3 3 3 4 5 8

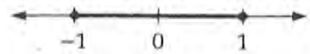
(SG 3-4, p. 64)

42.

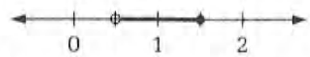


(SG 3-5, p. 68)

43. baseball; 11 (SG 3-6, p. 71) 44. 2 (SG 3-6, p. 71) 45. tennis (SG 3-6, p. 71)

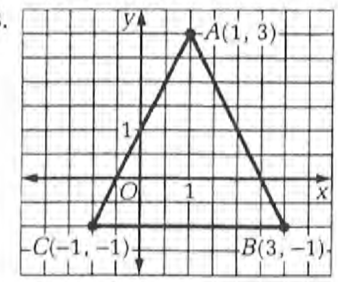
46. 

(SG 3-3, p. 62)

47. 

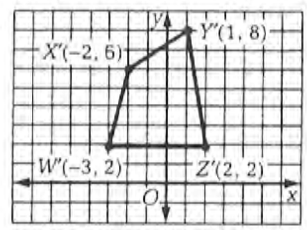
(SG 3-3, p. 62)

48.



8 sq. units (SG 4-2, p. 84)

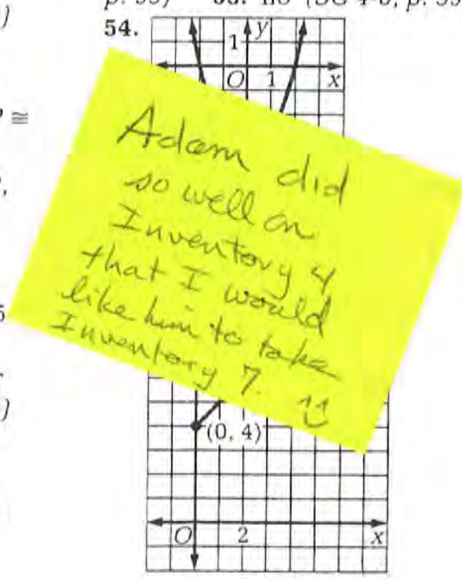
49.



(SG 4-3, p. 88)

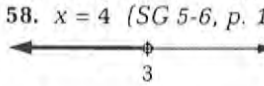
50. a positive correlation (SG 4-5, p. 95) 51. no correlation (SG 4-5, p. 95) 52. yes (SG 4-6, p. 99) 53. no (SG 4-6, p. 99)

54.

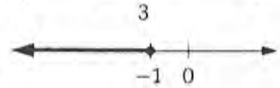


10 in. (SG 5-1, p. 109)

56. $y = 5$ (SG 5-2, p. 113) 57. $x = -2$ (SG 5-3, p. 116) 58. $x = 4$ (SG 5-6, p. 124)

59. $x < 3$ 

(SG 5-4, p. 119)

60. $x \leq -1$ 

(SG 5-4, p. 119)

61. $I = \frac{E}{R}$ *(SG 5-5, p. 122)* **62.** $b = \frac{4V}{3h}$ *(SG 5-6, p. 124)* **63.** 9 cm^2 *(SG 5-7, p. 127)* **64.** $x = 6$, $y = 3$ *(SG 5-8, p. 133)* **65.** $a = 3, b = 5$ *(SG 5-8, p. 133)*

Inv

Inventory 6

1. $\frac{1}{6}$ *(SG 6*

25
(S

Name My name is Adan Lanza Date

Inventory 4 on Units 1–5

Directions: Write answers in the spaces provided.

1. Write a variable expression for the number of minutes in h hours.

For Exercises 2–4, evaluate each expression for $a = 5$ and $b = 3$.

2. $a - b$ 3. $2b + a$ 4. $3(b + a)$

5. Write $g \cdot g \cdot g$ as a power.

6. Write x to the seventh power using exponents.

Write as a power of 10.

7. $10^4 \cdot 10^2$ 8. $\frac{10^{11}}{10}$

Calculate according to the order of operations.

9. $2 \cdot 3 + 5^2 - 12 \div 4$ 10. $5(9 - 3) + 7 - 2 \cdot 8$

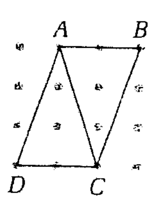
Use the distributive property to rewrite each expression without parentheses.

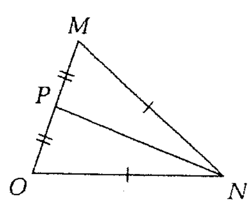
11. $9(b + 2c)$ 12. $\frac{2}{3}(6x + 9y)$

Combine like terms.

13. $c + 4(7 + c) - 15$ 14. $12 - s^2 + 2s + 5s^2 - 7$

Name the congruent polygons. Then list three pairs of congruent sides.

15.


16.


Evaluate each expression when $x = -5$ and $y = -3$.

17. $|x|$ 18. $x - y$ 19. $x - 2y$

Write each number in decimal notation.

20. 9×10^5 21. 3.3×10^{-4} 22. 5.41×10^2

Answers

1. h=60m
2. 2
3. 11
4. 24
5. g^3
6. x^7
7. 10^6
8. 10^{10}
9. 28
10. 21
11. 9b+18c
12. 4x+6y
13. 5c+13
14. $4s^2+2s+5$
15.
16.
17. 5
18. -2
19. 1
20. 900000
21. .00033
22. 541.

Inventory

Name My name is Adam Lanza Date

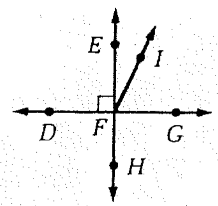
Inventory 4 *(continued)*

Answers

Write each number in scientific notation.

23. 2,000,000 24. 0.006 25. 72.5

For Questions 26–28, use the figure at the right.



26. Name a vertical angle to $\angle DFE$.

27. Name an angle complementary to $\angle EFI$.

28. Name an angle congruent to $\angle DFH$.

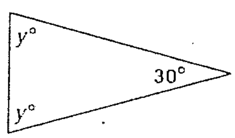
Simplify.

29. $4y(7x)$ 30. $j + 7j - 4 + 2j + 12$ 31. $4(k^2 + k) - 5 + k^2$

Solve.

32. $x - 9 = 30$ 33. $7 + \frac{x}{4} = 9$ 34. $5x - x = 16$

35. Write and solve an equation to find y.



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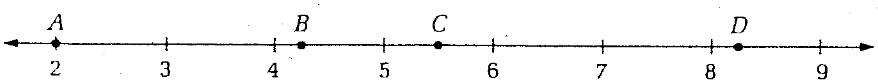


36. $\sqrt{30}$ 37. $\sqrt{68}$ 38. $\sqrt[3]{75}$ 39. $\sqrt[3]{8}$

Jeremiah has been hired to measure the heights of trees on a tree farm. His measurements, in feet, for the first 15 trees are below.

10, 13, 14, 9, 7, 15, 10, 13, 10, 10, 13, 18, 6, 8, 9

Use the data for Exercises 40–42.

40. Find the mean, the mode(s), the median, and the range of the measurements.

41. Make a stem-and-leaf plot to display the data.

0 | 6 7 8 9 9
1 | 0 0 0 0 3 3 3 4 5 8

Answers:

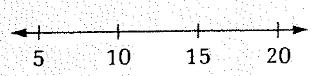
23. 2×10^6
24. $6. \times 10^{-3}$
25. 7.25×10^1
26.
27.
28.
29. 28xy
30. 10j+8
31. $5k^2+4k-5$
32. 39
33. 29
34. 4
35. $180° - 30° = 150°/2 = 75°$
36. C.
37. D.
38. B.
39. A.
40. 7, 10, 10, & 12
41. *See question.*

Name *My name is Adam Lanza* Date

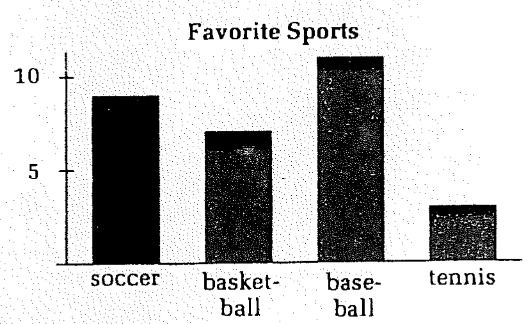
Inventory 4 *(continued)*

Answers

42. Make a box-and-whisker plot of the data.



For Questions 43–45, use the bar graph at the right.



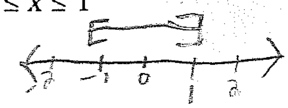
43. Which sport is the favorite of the most students surveyed? How many students chose this sport as their favorite?

44. How many more students chose soccer than basketball?

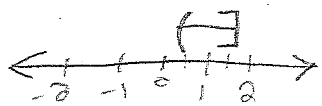
45. Which sport was chosen by 10% of the students?

Graph each inequality on a number line.

46. $-1 \le x \le 1$

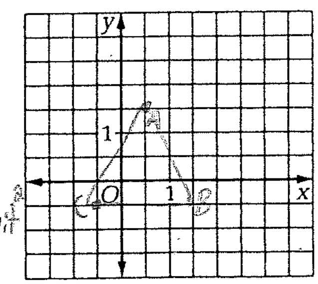


47. $\frac{1}{2} < x \le 1\frac{1}{2}$



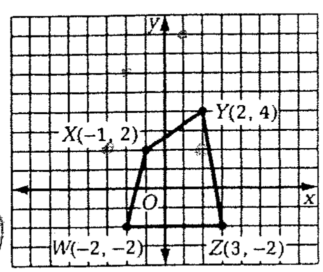
48. Plot the points $A(1, 3)$, $B(3, -1)$, $C(-1, -1)$ on a coordinate plane. Connect the points in order and connect A to C. Find the area of triangle ABC.

area of 8 unit²



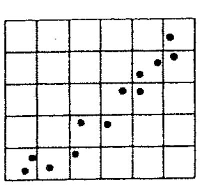
49. Translate polygon $XYZW$ shown at the right 1 unit left and 4 units up. What are the coordinates of each vertex after the translation?

W = (-3, 2) X = (-2, 6)
Y = (1, 8) Z = (2, 2)

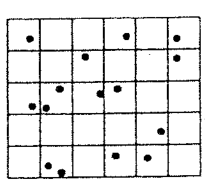


Tell whether each scatter graph represents a positive correlation, a negative correlation, or no correlation.

50.



51.



42. See question.
43. *Baseball; 11*
44. *Two.*
45. *Tennis.*
46. *See answer.*
47. *See answer.*
48. See question.
49. See question.
50. *Positive correlation*
51. *No Correlation*

Inventory

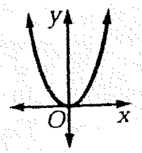
Name My name is Adam Lanza Date ____________

Inventory 4 *(continued)*

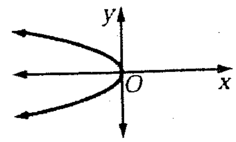
Answers

Tell whether each graph represents a function.

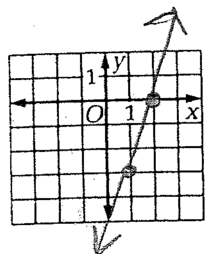
52.



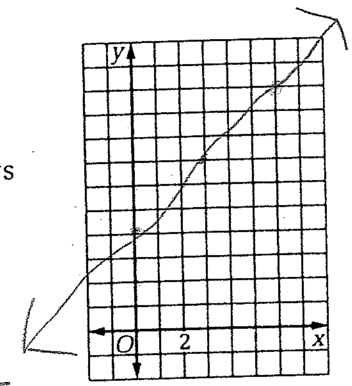
53.



54. Graph $y = x^2 - 4$.



55. Use a graph to model the following situation. Then read the answer from the graph.
Julia's new plant is 4 in. tall. If it grows 1 in. a month, how tall will it be in 6 months?



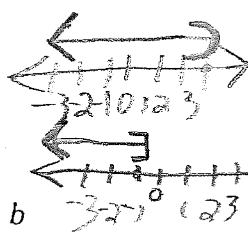
10 inches

Solve.

56. $5(4 - y) + 7y = 30$ **57.** $6x + 2 = 3x - 4$ **58.** $\frac{3}{4}x - 1 = 2$

Solve and graph each inequality.

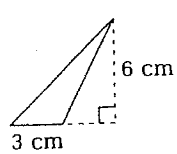
59. $5x + 12 < 27$ **60.** $5 - 2x \geq 7$



Solve each formula for the given variable.

61. $E = IR$, for I **62.** $V = \frac{3}{4}bh$, for b

63. Find the area the triangle.



Solve each system of equations.

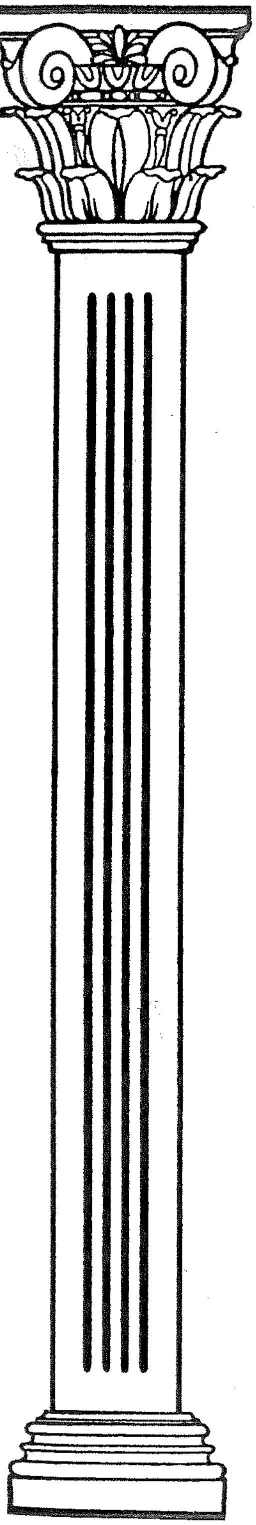
64. $4x + 3y = 33$
$x = 2y$

65. $a = b - 2$
$3b + a = 2b + 8$

Answers

52. ____________
53. ____________
54. *See question.*
55. *See question.*
56. -5
57. $\frac{1}{2}x - 1$
58. 4
59. $x < 3$
60. $x < -1$
61. $\frac{E}{R} = I$
62. $\frac{4v}{3h} = b$
63. 9cm
64. 11
65. 5

III



Lucretia
(509 B.C.)

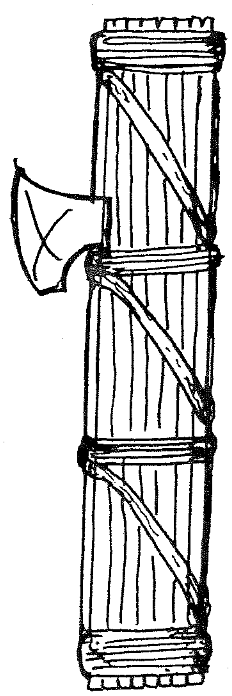
INTRODUCTION

Prior to the dominance of Rome, one group of people ruled northern Italy—the Etruscans. A powerful and wealthy alliance of 12 cities, Etruscan society was highly civilized. By the sixth century B.C., these people ruled the territory stretching from west of the Tiber to the Alps and as far south as Naples. This area was called Etruria. The Etruscans were merchants who traded with the cities of mainland Greece and northern Africa. Archaeological evidence demonstrates that they were great builders, skilled in mining, medicine, and astronomy.

At the time of Rome's inception (753 B.C.), the Etrurian cities controlled the Po Valley situated in what is now northern Italy. Legend states that Tarquinius Priscus migrated from the Etruscan town of Tarquinii to Rome and became the fifth king after Romulus. He transformed Rome from a small agricultural community into a prosperous city. Tarquinius defeated the Latins, erected a vast sewer system (still in existence today), laid out the Forum and Circus Maximus, and built a temple on the Capitoline Hill. He was murdered after a productive 38-year reign, according to Livy's account.

Servius Tullius was duly elected king by the senate, but he was murdered by Lucius Tarquinius Superbus (Tarquin the Proud), his son-in-law and son of Tarquinius Picus, who seized power. Historians accept this traditional story as essentially valid due to evidence that the last king of Rome was an Etruscan tyrant who usurped the throne by military force. While Tarquin the Proud ruled, according to Livy, he abolished all plebeian rights and murdered any patrician with whom he disagreed or whose wealth he coveted. Tarquin's eventual downfall resulted from his son Sextus's heinous attack of the innocent Lucretia. Banished from Rome, Tarquin made several unsuccessful attempts to regain the throne and died an old man bereft of all his family whom he lost to the perils of war.

Tarquin's expulsion from Rome did not, however, destroy Etruscan influence elsewhere. Etruria was still the most powerful presence in northern Italy, and in 476 B.C., the Etruscan city of Veii captured the Janiculum Hill on the west bank of the Tiber. It was not until



Fasces

265 B.C. that Etruria fell to Rome, but the latter's debt to this once great culture was far-reaching. The ceremonial trappings of office (i.e., the *fasces* and *lictors*), the gladiator troops, chariot races, the art of augury, and the engineering feats of the aqueducts all began with the Etruscans.

This next chapter tells about the last few years of Tarquinius's rule and his expulsion by the Roman nobles who established an aristocratic republican government that lasted until 28 B.C. when Augustus became the first emperor of Rome.

Lucretia[1]

Tarquin the Proud, the Etruscan tyrant, now ruled Rome. One day in his royal palace, a huge snake slithered out from behind a wooden pillar and frightened the noble household. The king himself was not overly concerned with the reptile's appearance, thinking it might be an omen sent by the gods. He decided to send a delegation to Greece to seek an explanation of this portent from the most famous oracle at Delphi. Since Tarquin did not trust just anyone to carry back the oracle's interpretation, he chose two of his sons, Titus and Arruns, to travel over the unknown lands and uncharted seas to Greece. The boys were accompanied by Lucius Junius Brutus, their cousin and son of Tarquinia, the king's sister.

Brutus purposely feigned an idiotic posture and allowed his comrades to nickname him Brutus, which means "stupid one." Actually, he kept concealed a strong hatred for his uncle whom he knew had killed his brother and confiscated his property for personal gain. Beneath this disguise of slow-wittedness lay the liberator of the Roman people. The princes took him to Delphi more as an object of ridicule rather than as a true friend.

After the oracle had deciphered the mystery of the snake's appearance, Titus and Arruns decided to ask which one of them would eventually rule Rome. From the deep cave echoed this response to their inquiry: "He will hold the greatest power in Rome whichever one of you is the first to kiss his mother." The brothers vowed to keep the oracle's utterings a secret from their other brother Sextus who remained in Rome and promised to toss a coin to see which one of them would first kiss their mother when he returned home.

Brutus, however, interpreted the oracle's words in another way. Pretending to trip, he fell to the ground and kissed the earth, realizing that Mother Earth was the mother of all living beings. Then the three returned home where the Romans were preparing to make war upon a neighboring tribe, the Rutulians. Tarquin wished to conquer the wealthy city of Ardea to enrich his own private coffers. Extensive building of public works had impoverished the king's resources and antagonized his overtaxed subjects. Tarquin hoped to lessen the Romans' hostility toward himself and regain his popularity by looting the treasure of the Rutulians.

The war was not immediately successful in open battle so the Roman troops began a long siege upon Ardea. As often happens in an assault of this type, there were frequent idle moments for the officers, and the three sons of Tarquin spent their leisure time drinking and eating. One evening, they were all imbibing in Sextus Tarquinius's quarters and boasting about their wives' pulchritude and virtue. Bolstered by the wine, they argued heatedly for a long time. Collatinus, one of the revelers, vowed that talk was unnecessary since his wife Lucretia far excelled all other women. Then he proposed an interesting contest. Collatinus proclaimed: "Let us all mount our horses immediately and surprise our wives this evening. We will see what they are doing in our absence and settle this argument once and for all."

They all agreed to Collatinus's plan, drank more wine to fortify their spirits, and flew to Rome on swift steeds. The Tarquin princes discovered their wives enjoying a luxurious banquet, wasting their time in idle chit-chat and base frivolity. Then they proceeded to Collatinus's home where they found Lucretia surrounded only by her maid servants weaving quietly at her loom.

Everyone agreed Lucretia had won the contest for the most virtuous woman. She received them all hospitably into her home and graciously served food to her guests. Lucretia's chastity and beauty aroused Sextus Tarquinius's lust. He vowed to possess her even by force. The men returned to camp. A few nights later, Sextus secretly left camp and hurried to Collatinus's house. Because he was a friend of her husband, Lucretia

[1]Livy, *Ab Urbe Condita* I:56.

offered him dinner and afterward showed her guest a sleeping chamber. She retired for the night while Sextus eagerly waited until the household was quiet and all seemed safe.

Carrying his sword, he entered Lucretia's room where he found her asleep. With his left hand he grabbed her breast and said, "Hush, Lucretia, I am Sextus Tarquinius. My sword is in my right hand, and if you cry out, you will die." Then he confessed his love for her and begged her to succumb to his desires, mixing threats with prayers of entreaty. Lucretia saw no means of escape, but she refused to consent to his demands. Desperate, he threatened her with death, but also to no avail; Lucretia remained steadfast. Finally, Sextus said he would disgrace her in her husband's memory. After killing her, he said he would murder a male slave and place his naked body in her bed so people would say she had died in adultery. At this Lucretia relented, [illegible], he left, feeling arrogant in the knowledge that he had assaulted this woman's honor.

Lucretia promptly sent a message to her father in Rome and her husband in Ardea. She urged them to come quickly along with a faithful companion since a great evil had occurred to her. Spurius Lucretius came with Publius Valerius and Lucius Junius Brutus accompanied Collatinus on this tragic journey. They found a despondent Lucretia sitting on her bed. At the arrival of her family, Lucretia burst into tears, and when Collatinus asked what was wrong, she confessed Tarquinius' attack. She said that her virtue, a woman's greatest possession, had been stolen from her. To Collatinus she exclaimed that traces of a strange man were in his bed; she affirmed that only her body had been touched and that her heart was still innocent. She asked that they all pledge revenge upon the adulterer, Sextus Tarquinius, who returned hospitality with brute force.

They all promised to punish the perpetrator of this heinous crime and then tried to comfort Lucretia with words saying she was forced and not at fault. It is only the mind that can do wrong, not the body, and she was blameless of any intention or design.

She responded to their tender ministrations by saying, "You must see that Sextus Tarquinius is given his due. I, though innocent of wrongdoing, cannot be free from punishment." Then she took a knife concealed beneath her dress, pressed it to her breast, and fell upon the blade taking her own life.

While Lucretia's father and husband wept, Brutus removed the knife from her wound and holding it aloft, still dripping with her warm blood, shouted, "I swear by this most chaste blood and the gods above that I will pursue Lucius Tarquinius Superbus and all his offspring with sword, fire, and all the power I possess. Nor will I allow them nor any others to rule over Rome." Then Brutus handed the knife to Collatinus and all were amazed by the transformation of Brutus. They swore to follow his command and to help to remove the kings from Rome.

The family carried Lucretia's body from the house and laid it in the Forum. People gathered around, and when they learned of Sextus Tarquinius's perfidy, they complained of personal injustices they had suffered at the hands of this despotic family. The telling of these crimes inflamed the crowd; the people chose Brutus as their leader for their revolt. This bold band of youths seized their weapons and marched to Rome (509 B.C.) to free Rome forever from the rule of the kings. ■

TEACHER IDEAS

Discussion Questions

1. Why did Tarquin the Proud lay siege to Ardea?

2. What contest did Collatinus propose to his comrades?

3. Why did the Tarquin brothers want Brutus to accompany them to Greece?

4. What threat finally convinced Lucretia to succumb to Sextus's demands?

5. What is Brutus's relationship to Tarquinius Superbus?

6. Who is the mother of all humankind?

7. What was Lucretia doing when her husband and friends surprised her?

8. Why did the Tarquin brothers venture to Greece?

9. Describe Sextus's personality using specific examples. What do you think motivates him to attack Lucretia?

10. Was Lucretia's reaction extreme? Why did she believe herself innocent, yet somehow deserving of punishment? Do you think the credo "death before dishonor" is appropriate for modern humans? Did Livy believe it was appropriate? Why or why not?

History Lesson: Magistracies of the Republic

Rome had been ruled by a monarchy for almost 250 years when Brutus led the people against Tarquinius Superbus. With the elimination of the kings, a republican government was established that guided Rome through its many conquests. At first, there was little distinction between the monarchy and the Republic. The patricians continued to dominate Roman society and oppressed the plebeians under both political structures.

The supreme authority of the kings was transferred to the consuls,[2] two men who were elected yearly and shared all duties. They were the commanders of the army, the judges, high priests, and administrators of the city. In military matters, they shared the power of command on a day-to-day basis if they were both in the field in the same location.

In the affairs of the city, the consuls divided the business on a monthly basis. Rome was never without two consuls, for if one died, another was elected immediately. This joint tenure and short one-year term ensured that one consul would not gain too much power. As time went on, the consuls' authority became subordinate to the senate, but the office existed until the early sixth century A.D.

The election of the consuls rested with the *comitia centuriata*, an assembly of all Roman citizens based on military participation. This was not a true democratic body in the sense of "one man one vote" because the patricians had more voting power than members who owned less property. The comitia centuriata was called into session by the senate, which could greatly influence its vote. The comitia centuriata elected all higher magistrates (consuls, *censors*, and *praetors*), was the court for capital crimes, made declarations of war, and passed laws. The last two duties,

[2]The first two consuls were Brutus and Collatinus.

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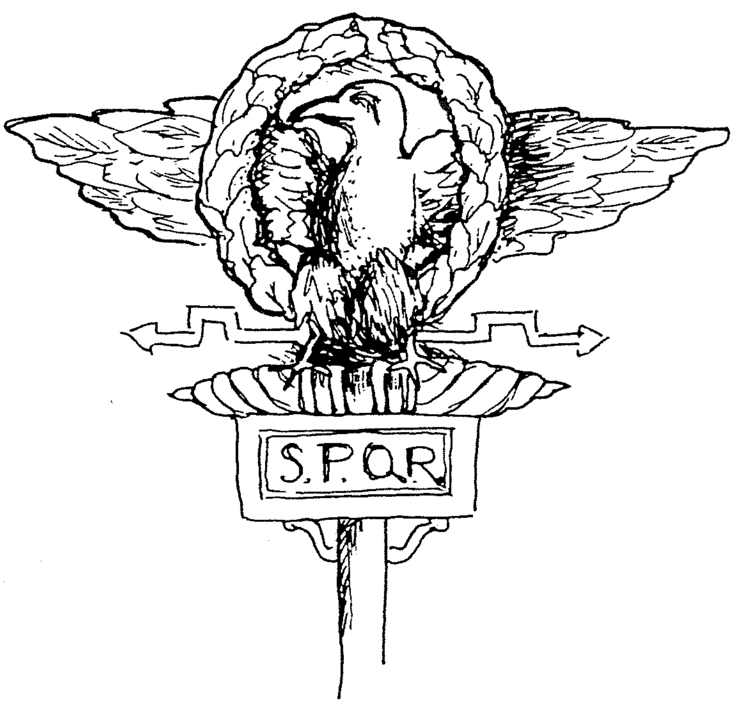
however, required approval of the senate, which lessened the comitia's authority. As Rome became more involved in wars to acquire territory, the participation of the plebeians in military matters became crucial, and the patricians lost some of their control over this assembly.

The other popular assembly was the *comitia tributa*, an assembly of all Roman citizens based on tribal association. It was dominated by the plebeians whose number far exceeded that of the patricians. The duties of this assembly were to elect the lower magistrates, the tribunes and *aediles* (municipal officials), and the religious officers, the *pontifex maximus* and *augurs* (priests who practiced augury). It also served as the court for all lawsuits brought by the tribunes and aediles and passed resolutions of these magistrates. In 286 B.C., laws passed by this body became binding on everyone without the senate's approval.

As life in Rome changed so did the personality of the comitia tributa. Once revered as the representative of the people, it became corrupt and an easy pawn in a politician's manipulative hand. Although it met until the third century A.D., it became politically passive and really only rubber-stamped the emperor's decrees, initiating no business of its own.

The senate, which tradition said was established by Romulus, was originally an assembly of the clans' chiefs who served as advisors to the kings. The number of senators corresponded to the number of clans, and Tarquinius Superbus fixed that number at 300. When a king died, the senate took control until a new one was appointed.

During the Republic, the senate continued as an advisory body, convened by any magistrate who wanted its expertise on a domestic or foreign matter. Although theoretically only an advisory body, its permanence as an institution ultimately led to its assumption of power. It directed all foreign affairs and provincial governments, fixed taxes, and distributed funds for public works. The *standard* (flag) of the Roman army *senatus populusque romanus* (the senate and people of Rome) acclaimed its revered place in Roman history.



Standard

SUGGESTED TOPICS FOR FURTHER RESEARCH

1. comitia centuriata and comitia tributa
2. censors
3. class of knights
4. pontifex maximus
5. use of dictatorship during times of crisis

Language Arts

VOCABULARY BUILDING

Bases:

ac(u), acr from Latin adjective *acer,* meaning "sharp, keen"

1. Define the following words and use each in a sentence:

   acupuncture　　acute
   acrid　　acumen
   acrimony

2. Which of the previous words are nouns? Which are adjectives?
3. Fill in the blanks with the words from exercise 1 above.
   a. I suffered an ________ attack of appendicitis and had to be rushed to the hospital.
   b. His answer was so filled with ________ that I was somewhat taken aback.
   c. His ________ remarks hurt my feelings.
   d. ________ is a Chinese method for relieving pain.
   e. His business ________ allowed him to achieve financial success.

CREATIVE WRITING

Write a letter from Lucretia to her husband Collatinus explaining her despair or write a letter from Collatinus to Lucretia that urges her to persevere in her tragedy.

Cultural Lesson: Oracles

The ancients believed that the will of the gods was revealed to mortals through oracles and other vehicles. Dead spirits were thought to understand the mind of the immortals, and people visited places considered to be the entrances to Hades in the hopes that the dead would appear and answer their questions. The sacred spring in Bath, England was one such place.

Dreams were also considered revelations sent by the divinities. In ancient Greece, sick people slept in the temple of Asclepius, the healer god. Priests would then interpret their dreams, which would help the invalids find a cure.

More common were oracles revealed by signs. The most famous oracle of this type was located at Dodona, in the Epirus region of Greece, where a temple dedicated to Zeus stood near a large oak tree. When the leaves of this tree moved, the priests of the sanctuary interpreted the rustling signs, which were supposed to give answers. Pilgrims came to hear Zeus's messages. They would reveal their problems to priests who listened to the rustling signs of the leaves, which answered the inquirer's questions.

The most prominent oracles were revealed by verbal utterings and the most famous was the oracle of Apollo at Delphi in Greece. This is where the Tarquin brothers journeyed at the bequest of their father. Apollo was the god of light and truth who sees and knows all things. Apollo's priestess, the Pythia, sat in the inner room of the Delphic temple on a gilded tripod. Cold vapor would rise from a rift in the earth and drive her into a state of frenzy. Her unintelligible words were then recorded by an assistant who wrote them in verse and presented them to the inquirer. These verses were written in an unclear way so that they could be interpreted many ways.

During the Persian invasion of Greece, the Athenians asked the oracle at Delphi to help their city. The oracle spoke: "Trust your citadel of wood," and the Athenians fortified the Acropolis with wooden scaffolding. The commander, Themistocles, however, realized the true meaning of the prophetic utterance. The "wood" was the Athenian fleet, and so the Athenians took to their ships and engaged and defeated the Persians at the Battle of Salamis.

In the story of the sons of Tarquin, Brutus realized that Mother Earth was the mother of all humankind. By responding with ambiguous verses, the oracle maintained its reputation for being accurate.

Anyone could consult the oracle. In early times, the Pythia was available only one day a year, but as her reputation grew, she was there more often.

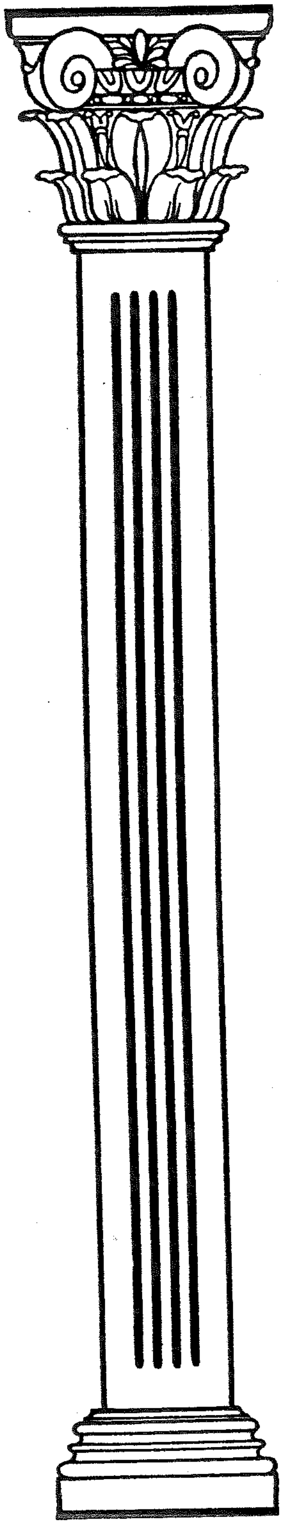
The Romans were generally skeptical about oracles and their ability to interpret divine will. In Italy near Cumae, there was a Greek settlement where a priestess of Apollo, known as the Cumaean Sibyl resided. During the days of Tarquin the Proud, she came to the king and offered to sell him nine books that contained rituals and rites to appease the gods. When Tarquin refused to buy them, she burned three. She offered him the remaining six, but he refused again, and she burned three more. Finally, the king's curiosity was aroused, and he looked at the books. Realizing their worth, he bought the remaining three for the price of the original nine. Tarquin housed the Sibylline books in the temple of Jupiter on the Capitoline Hill. In 83 B.C., they were lost in a fire. The Roman senate then sent envoys to various places to make a new collection. These were kept in a new temple until 12 B.C. when Augustus transferred them to the temple of Apollo on the Palatine where they remained until A.D. 410 when marauding barbarians destroyed them. Only the Roman senate could consult these books. They were used not to predict the future, but rather resorted to in times of great disaster to learn what must be done to expiate the gods' anger.

THE ORACLE'S ANSWER

Write an oracle's reply to the Tarquin boys' initial question concerning the importance of the snake. What might the oracle have said? What would the priest record? Remember, the replies were generally in poetic form, so write your reply in verse.

II

The Sabine Women
(750 B.C.)

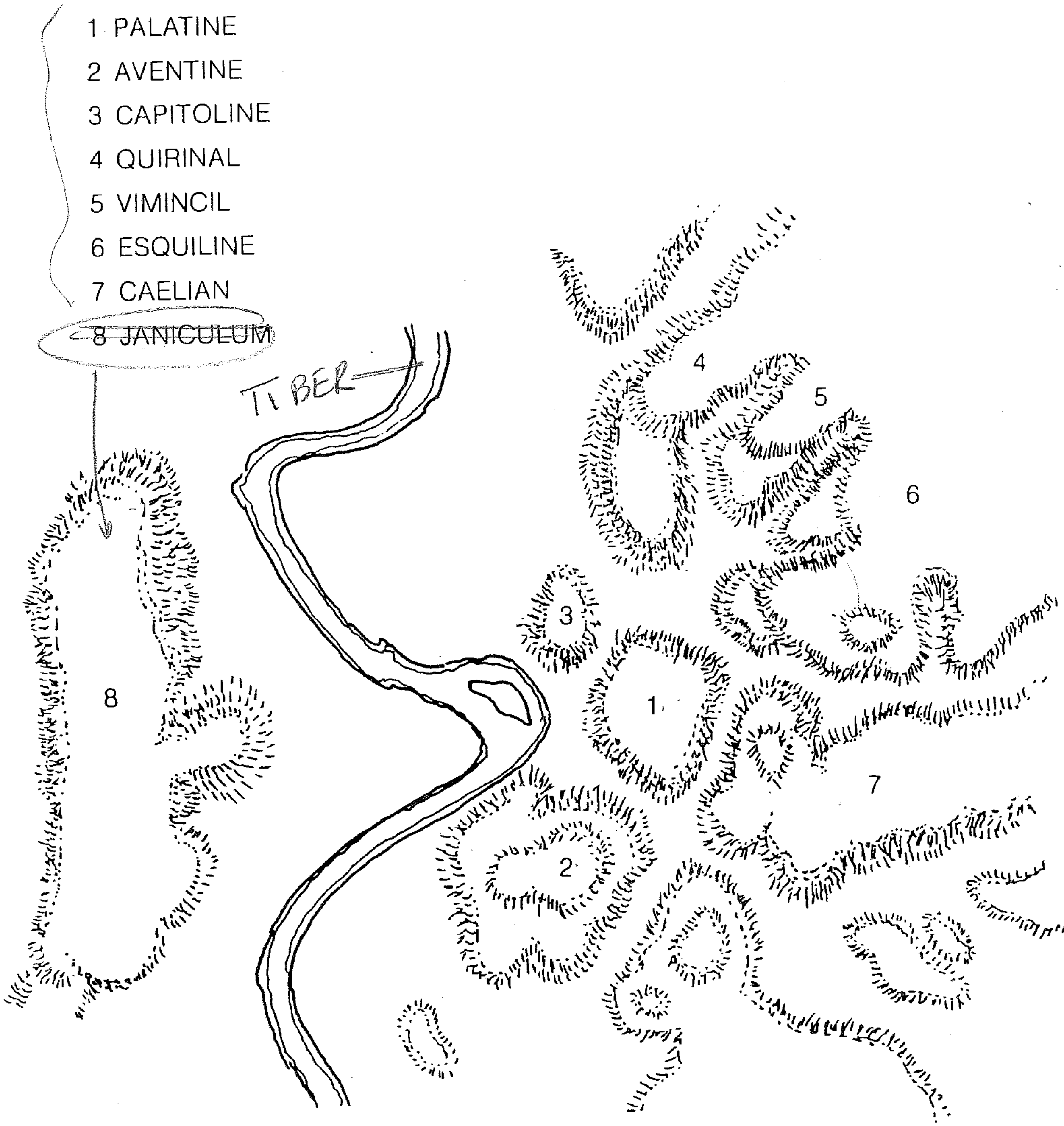


INTRODUCTION

Once Romulus established himself as king, he turned his attention toward creating a city superior to all others on the Italian peninsula. First, he fortified the Palatine Hill location by building walls that circumscribed an area much larger than was immediately needed to accommodate the population. Next, he dedicated the city to the gods through the performance of religious rituals and established a government of laws with an advisory senate of 100 members.

Rome was completely surrounded by other tribes all eager to occupy the seven hills. One of these neighboring tribes was the Sabines. Like the Latins, this Indo-European group had migrated to Italy during the second millennium B.C. and had settled in southern Italy, as well as the area around the Tiber River. The Latins and the Sabines spoke a similar language, and the Sabines occupied the Quirinal Hill adjacent to Romulus's Palatine community.

In the story that follows, Livy recounts the fanciful tale of the kidnapping of the Sabine women by the Roman senators who were in desperate need of brides. This abduction account contains some truth, for the Sabines actually did intermarry with the Romans around this time. After the debacle with Romulus, the Sabines continued to occupy the nearby Apennine Hills and to harass the Romans over the next two centuries. At the time of the last king of Rome (509 B.C.) one Sabine chieftain brought his clan of 4,000 under Roman jurisdiction, but even the inclusion of this large family did not dissuade other Sabine groups from raiding Roman territory. Finally in 449 B.C. the Romans won a decisive battle against their old foes. Hostilities between these two groups gradually decreased over the next century and a half until the Sabines became absorbed into Roman society.



Seven Hills of Rome

The Sabine Women[1]

■ Romulus, now king, began to manage the affairs of state. First, he fortified the Palatine Hill by building walls around it as a defense against any enemy attack; then he duly performed religious rites to the gods. Afterwards, he convened his advisory council to establish laws for the city, since laws are the main ingredient in securing a civilized nation.

The walls of Rome were made larger than the present population warranted in the hope that it would soon grow. But when the number of people did not increase, Romulus opened the city as an asylum for less desirable people. Free people and slaves, seeking greater opportunities and refuge from their pasts, flocked to the city. From this augmented population, Romulus selected 100 senators to help with the governing of Rome. Perhaps he chose this number because it was satisfactory or because there were only 100 men worthy of becoming senators. They were called *patres* (fathers) and their descendants became the patrician class of Rome.

The administrative affairs of the new city seemed to be going well. Rome was equal to any neighboring tribe in military strength but lacked one important element to guarantee its survival—namely women, without whom there was no hope of continuing the Roman race. On the advice of the patres, Romulus sent ambassadors to neighboring cities to seek alliances with them through intermarriage. Nowhere was his embassy received kindly, and all cities refused to allow their female citizens to marry the unsavory men of Rome.

Therefore, Romulus devised a clever plan to foil his neighbors' refusals. Games in honor of the Equestrian Neptune were made ready, and Romulus invited everyone to attend the celebration. Eager to see the new city, many people attended, especially the closest neighbors, the Caeninians, the Crustumians, the Antemnates, and the Sabines. The largest contingent was from the Sabines who brought their wives and children, all of whom were hospitably entertained in Roman homes. When the festivities began, and all spectators were intent upon the games, a prearranged signal was given, and Roman youths attacked and kidnapped the young Sabine girls. The men seized those who were exceptionally beautiful or who happened to be in the way and carried them off to the homes of the senators.

The horrified parents of the maidens fled and rightfully accused the Romans of violating the rules of hospitality. They called upon the gods to avenge these crimes of rape and injustice. The girls, too, resented their abductions and called for revenge.

Romulus personally went to each one and explained the situation to them, assuaging their anger. He assured them that with marriage they would share in the greatness of Rome, and with children, share in the respect and endearment of their husbands. They must soften their anger, he said, and give their love to those whom fortune had given their bodies. Often from injury arises regard, and Romulus assured them they would have better husbands because each one would strive to appease his wife's loss of parents and relatives. The Roman men seconded Romulus's pleadings and explained that desire and love forced them to take such drastic measures. This coaxing, which is found to be extremely effective on a woman's emotions, finally softened the maidens' objections.

However, the parents of the kidnapped girls refused to condone the situation and roused other states to wage war against the Romans. The Caeninians were the first to attack Roman territory, but they were easily routed by Romulus and his army. Then the Antemnates and the Crustumians each singly assaulted the Roman troops, but both were defeated.

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[1]Livy, *Ab Urbe Condita* I:8.

Finally the Sabines came, by far the largest group and the most threatening, since they had a clever plan to gain entry into the Roman citadel. Spurius Tarpeius was in charge of the Roman garrison guarding the stronghold. Titus Tatius, the Sabine king, easily bribed Spurius's daughter with gold to open the gates for his troops. Once inside, they killed her so the citadel seemed to have been entered by force or perhaps to set an example that a traitor should never be trusted. There is another story commonly believed that the Sabines wore heavy gold bracelets on their left arms and large jeweled rings on their fingers. Tarpeius's daughter asked if she could have what they had on their left hands as payment for opening the doors. They complied by crushing her with their shields carried on their left sides. No matter which version one believes, the outcome was that the Sabines captured the Roman citadel and held it for several days. Finally, both armies lined up between the Palatine and Capitoline hills to begin their battle.

When the fighting began, the Sabine women whose injuries had started the war, ran directly into the flying missiles and stood facing the two hostile battle lines. They shouted that it was not right for fathers-in-law and sons-in-law to shed each other's blood. They would be killing the fathers and grandfathers of their children. They said, "Turn your anger against us. We are the cause of this war, we are the cause of the wounds to our husbands and parents. It is better for us to die than to live as widows and orphans."

The words of the women moved both armies, and a sudden hush fell over the crowd. Then the leaders walked forward and agreed to sign a treaty. Not only was peace restored, but the Romans eagerly invited the Sabines to join their city, forming one nation from two.

From this unhappy war and sudden happy peace, the Sabine women became more dear to their husbands and fathers, and especially to Romulus himself. Thus, when he divided the patricians into 30 *curiae*, he named them after the Sabine women. ■

TEACHER IDEAS

Discussion Questions

1. What types of people migrated to the new city founded by Romulus?
2. What three matters did Romulus attend to first while establishing his city? Do you agree with his priorities? Why or why not?
3. How many men became senators? Why this number?
4. Who was Titus Tatius, and how did he gain entrance to the Roman citadel?
5. How did the Sabine women react to their abduction?
6. What honor did Romulus bestow upon the Sabine women?
7. What did Livy say to indicate that he believed Spurius's daughter deserved her fate?
8. What ruse did the Romans devise to seduce their neighbors to visit Rome?
9. What does Livy mean when he says, "This coaxing, which is found to be extremely effective on a woman's emotions, finally softened the maidens' objections"? What does this statement reveal about Livy's opinion of women? Have these opinions changed over the past 2,000 years? If so, how?
10. Review the character of Romulus as described by Livy in chapters 1 and 2. Do you think he was justified in using deception against others to further the ends of his people? Do you find him a hero or an unprincipled man? Does his commission of fratricide diminish his worth? What qualifications do you admire in a political figure? Does Romulus possess these qualifications?

History Lesson: The Nobles, Patricians, and Plebeians

Ancient Rome was divided into two distinct classes: the patricians and the plebeians. Both classes were Roman citizens, but each possessed different social and political privileges. Under the kings of Rome, the patricians were the wealthy land owners, and the plebeians were small farmers or clients of the aristocracy. After the expulsion of the kings, the patricians monopolized all government offices, the priestly colleges, and the senate house. They dominated the popular assembly because they controlled more votes than the plebeians, despite the latter's larger number. Essentially, the plebeians had no voice in the government of Rome.

Until 445 B.C., the plebeians could not intermarry with the patricians, and should a plebeian owe money to a patrician, he was subject to pay off his debt in the form of personal servitude. The imbalance of privileges between these two classes was so great that not long after the Republic was established, the plebeians rose up in protest. Many plebeians who had fought in Rome's army and were forced to neglect their own farms found themselves indebted to the aristocratic patricians. Unwilling to concede to involuntary servitude, the plebeians marched out of Rome and threatened to form their own city. Since they comprised the bulk of the Roman army, the patricians quickly conceded to their demands. The plebeians were given representatives to protect their interests. Called the *Tribunes of the Plebs*,[2] these officials could not initiate law but had the power of *veto* (meaning "I forbid") over all other magistrates' acts.

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[2]There were only two tribunes when this office was first established, but eventually there were ten such positions.

This class struggle continued on a peaceful basis for 200 years. In 367 B.C., the first plebeian was elected *consul*, and finally, all offices were open to the plebeians. A new group of wealthy magistrates, both patricians and plebeians, became known as the *nobles*.

From the old traditions of the patrician aristocracy, the nobles inherited a rigid standard of conduct especially in the realm of professional activities. For example, it was considered improper for the upper class nobles to engage in any work (e.g., trade or banking) for pecuniary gain. These entrepreneurial pursuits were left to the middle-class knights. However, the nobles could own vineyards and land to produce crops such as grain and olives. As Rome expanded its territory, these aristocrats acquired large estates in both Italy and abroad to sustain their financial needs.

Another appropriate vocation for a noble was that of a politician. Since no salary was given to any magistrate and the cost of election campaigning was expensive, it was difficult for anyone without a private income to hold office. This often led to corrupt administrators who were forced to accept bribes or skim from the government coffers to refill their own purses.

The legal profession was also open to the nobles. Attorneys could not receive fees from clients, although valuable gifts were not refused.

Many nobles began their political careers with a stint in the army. As a military officer, nobles could share in the profits made from the spoils of war or the sale of slaves.

The aristocratic nobles (comprised of the patricians and plebeians from the days of the kings) were the most powerful group in Rome. They dominated all political offices, served as generals in Rome's great army, and owned large estates. They were the shapers of the Republic and the Empire who led Rome throughout its 1,000-year history.

SUGGESTED TOPICS FOR FURTHER RESEARCH

1. *comitia tributa*
2. Hortensian Law (287 B.C.)
3. *comitia curiata*
4. the Sabines
5. clients and their relationship to patricians

Language Arts

VOCABULARY BUILDING

The following are English words derived from Greek and Roman mythological characters.

Herculean: (from Hercules) Tremendously difficult or demanding (i.e., a Herculean task). King Eurystheus forced Hercules to complete 12 seemingly impossible tasks. By his shrewdness and prowess Hercules performed them all. For example, in his second labor, Hercules needed to kill the nine-headed monster Hydra. Whenever he chopped off one head, two grew in its place. He succeeded by burning the neck with a brand as soon as he lopped off a head, thereby preventing the growth of any new heads.

Cultural Lesson: Development of Romance Languages

Latin is not really a "dead" language because more than half a billion people in the world today speak languages derived from Latin. These languages, known as Romance languages from the phrase *romanice loqui* (meaning "to speak in a Roman manner"), constitute the second largest group (after the Germanic group) of languages today. They are: Italian, Spanish, Portuguese, French, and Romanian, as well as the regional dialects of Sardinian (island of Sardinia), Provencal (France), and Catalan (northeast Spain).

These Romance tongues developed from *vulgar*, or spoken, Latin. It is important to realize that oral Latin was stylistically different from classically written Latin as found in the works of Caesar or Livy. The ancient Roman considered it proper to write in an ornate, conservative style, reminiscent of old Latin. For instance, the numerous proper forms of nouns and verbs were discarded in everyday speech because they were too complicated to remember or too awkward for speech. But when actually writing for publication, the more sedate and structured manner was followed.

This distinction between oral and written language is no longer as prevalent in today's world. Modern technology, television, and the wide distribution of newspapers and magazines have narrowed the gap between spoken and written languages. Such was not the case in the days of Cicero who himself said that the style of oratory and the written word was called *sermo urbanus* (city speech) and everyday conversation was called *sermo rusticus* (rustic speech). Classical students can study vulgar Latin from the graffiti left on the walls of Pompeii and Herculaneum (see chapter 13) or the inscriptions etched on Roman tombstones. The first century A.D. author Petronius (see chapter 17), the first novelist, broke from the traditional mores of writing and included common speech in his stories. This less complicated Latin, simpler in grammar and more colorful in vocabulary, became the predecessor of the Romance languages. Large-scale writing of vulgar Latin appeared in the fourth century A.D., when Latin became the official language of the Roman Catholic Church.[3]

As Rome's power spread throughout the Mediterranean world so did Latin, and as long as Rome held control, Latin was the official language. With the invasion of the barbarians (fifth century A.D.) and the collapse of the Roman Empire in the West, no centralized speech remained. Instead, as these communities became more isolated, distinct language patterns emerged. The Emperor Charlemagne, king of the Franks (A.D. 768-814), tried to restore classical Latin to his domain, but there were not enough educated people to speak it. In A.D. 813, he issued a decree stating that the clergy should use *lingua romana rustica* (rustic Roman languages) that the congregation could understand the rituals of the church.

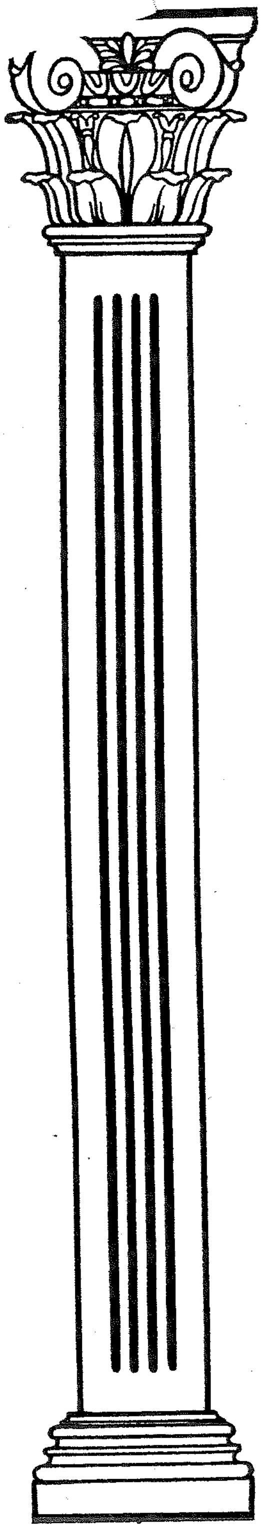
The first distinct written French appeared in A.D. 842, the first Spanish in A.D. 950, and the first Italian in A.D. 960, though these languages had undoubtedly been spoken for some time. The Romance languages resemble their mother tongue and each other. Their speech is musical because of the greater emphasis placed on vowels as opposed to hard-sounding consonants. Their verb forms are similar to Latin, and there is a great resemblance in vocabulary. For example, consider the following terms for the number 1,000:

Latin	French	Italian	Portuguese	Spanish	Romanian
mille	mille	mille	mil	mil	mie

Latin has definitely changed over the past 2,000 years; its descendants, the Romance languages, are alive, and today they are spoken all over the world. French is spoken in Belgium, France, the Canadian provinces of Quebec and Ontario, western Switzerland, and Haiti; Spanish is spoken in Spain, Mexico, Cuba, Puerto Rico, the Dominican Republic, Central America, South America (except Brazil), and parts of the United States; Portuguese is spoken in Portugal, Brazil, Mozambique, and Angola; Italian is spoken in Italy; and Romanian is spoken in Romania.

[3]St. Jerome (A.D. ca.382) revised the early Latin version of the Bible, called the *Vulgate*.

Romulus and Remus
(753 B.C.)



INTRODUCTION

Surrounded by the Mediterranean Sea, the Italian peninsula enjoys a mild climate and fertile volcanic soil, which enticed settlers from various locations. There is archaeological evidence that as early as 3000 to 2500 B.C., small agricultural communities existed in Italy, and the continued migrations of other peoples helped shape the character of this peninsula. Out of central Europe (1600 B.C.) came bronze-using settlers, and in about 1200 B.C., other Indo-Europeans (including the Latins of central Italy) migrated to Italy. Between the eighth and sixth centuries B.C., seafaring peoples came to colonize: the Phoenicians settled in Sicily, the Etruscans in northern and central Italy,[1] and the Greeks established small cities in southern Italy from Tarentum to the bay of Naples. This mixture of cultures (Greek, Latin, Etruscan) heavily influenced the character of ancient Rome.

There are no written records of these early inhabitants. Ancient Romans relied upon oral tradition and legends to learn about their ancestors. The Roman historian Titus Livius, more commonly known as Livy (59 B.C.-A.D. 17), spent 40 years writing the entire history of Rome from its beginning to the time of Tiberius (emperor A.D. 14-37). His work, entitled *Ab Urbe Condita* (meaning "From the City's Founding"), contained 142 books. Only 35 books remain, however; 107 are lost.

Livy begins his work with a general introduction that reveals his attitude toward his role as a historian. He sees himself as a moralist and hopes to inspire his readers to act like the heroes of history. His actual account begins with the premise that Italy was originally colonized by Aeneas, son of the goddess Venus, and his followers who escaped the annihilation of Troy. This legend, of course, must be considered fictitious, but it endowed the Romans with an illustrious ancestor and a glorious past. Aeneas's direct descendants, according to Livy, were the twins Romulus and Remus, fathered by the god Mars. It was they who built a new city called *Rome* (named after *Romulus*).

There is some historical truth to this tale. Livy reveals that Romulus and Remus chose the Palatine Hill as the location for their city, and archaeological evidence supports an early settlement on this spot. It was an advantageous site because the seven hills upon which the city was built were a natural fortress, and the Tiber River lay to the west, encircling an island. Whoever controlled these hills and the island dominated the trade along the river to central Italy. Romulus and Remus may be legend, but the city itself was not.

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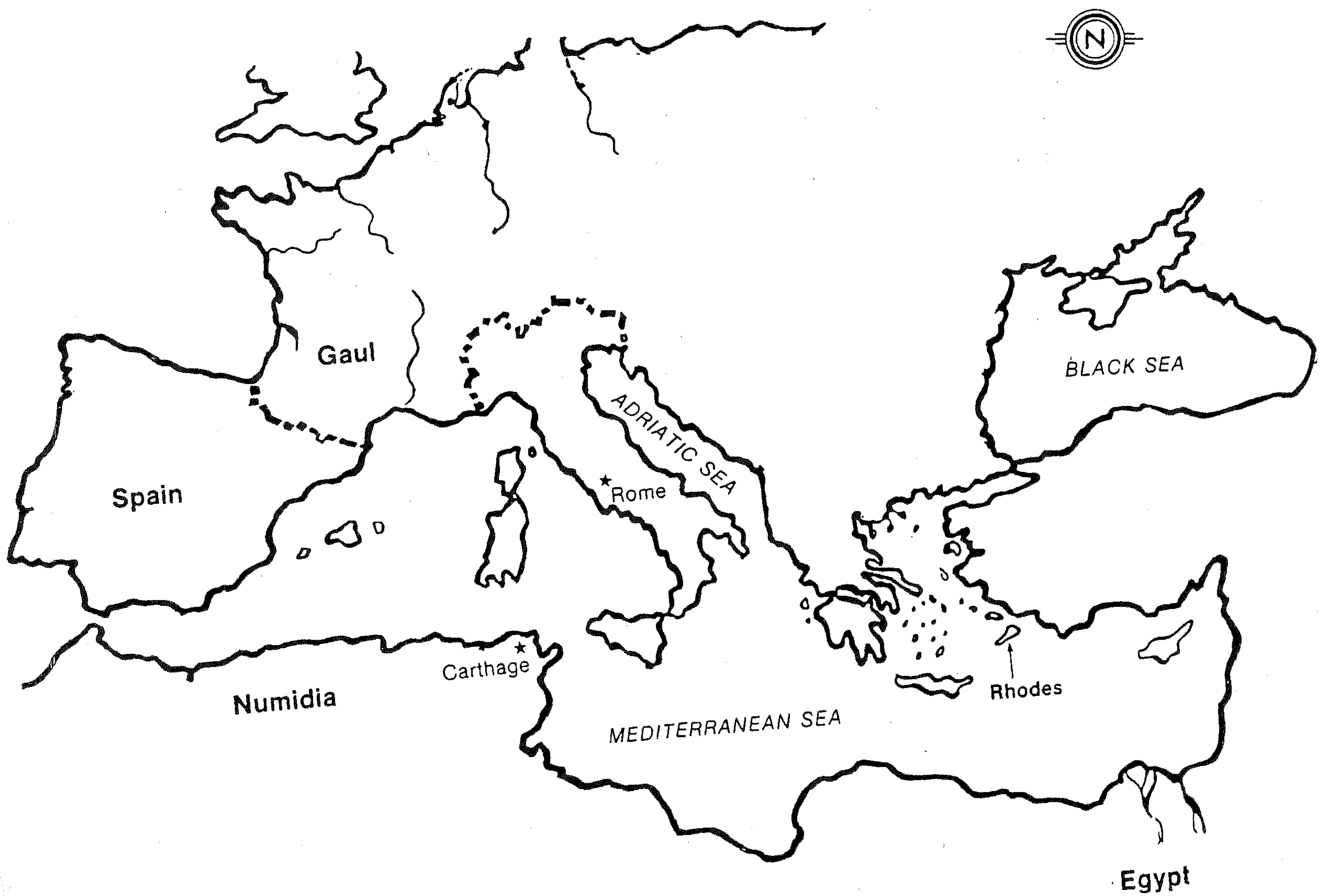
[1]Some scholars believe the Etruscans were native Italians. See Donald J. Crump, *Mysteries of the Ancient World* (Washington, D.C.: National Geographic, 1979).



Mediterranean Area

PREFACE TO *AB URBE CONDITA*

■ I am not presumptuous enough to boast that I can write a history that will be more accurate than my predecessor's works or more skilled in its presentation than theirs. It is enough just to undertake the task of retelling the deeds and events of the greatest people in the world. Should it happen that in the years to come my name is obscured and no one knows of my existence, it is of no account, since the nobility and greatness of my subject, namely the history of Rome, is more important than my own fame.

This is a monumental task to trace more than 700 years of history, starting at Rome's small beginnings and progressing to the present when our city now labors beneath its own vast size.[2] I do not doubt but that the origins of Rome are of less interest to my readers than contemporary events. They would have me hurry to the present when Rome's strength is waning. I shall consider my foray into early history to be a respite from the cares and troubles that our nation has endured for so many years.[3]

Those events that occurred before the founding of our city are more fitting for a poet's tale[4] than to be credited to the accurate records of history. I will neither affirm nor deny these events. It is permissible for antiquity to mix human deeds with divine ones and to create a more dignified beginning for a city. So great is Rome's glory in the matter of war that when Rome traces its ancestry to the very mighty Mars, all people should accept this, just as they accept Rome's dominion over them.

Whether the characters actually existed or not is beside the point. More importantly, the reader should consider the nature of the lives of these ancient personages, their strength and skills both at home and while fighting in foreign lands. It is through these attributes that the power of Rome began and expanded. Gradually our discipline waned and our morals declined, and the cycle continued until now when we are unable to see our own faults or endure the remedies that will cure our ails. This is why it is profitable to study the past, for in reading history one can see examples of what was beneficial to humankind and what should be imitated, and also witness the malevolence that should be avoided.

I hope I am not being deceived, but I believe there has never been a greater nation nor one more divinely blessed nor one more replete with goodness than ours. No other state was beset so late in its history with avarice and dissipation. For a long time the horror of poverty and frugality prevailed here, and only recently has wealth brought greed and the desire for pleasure, wantonness.

I pray that with favorable omens and vows the gods may inspire my work so that it will be well received. —Livy

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[2]Livy published the first book of his histories around 27-26 B.C. To see the extent of Rome's possessions at this time refer to a historical atlas (see Resources).

[3]Livy is referring to the numerous civil wars of the first century B.C., especially those between Julius Caesar and Pompey and between Antony and Octavian (Augustus).

[4]Livy probably refers to the poets Ennius and Naevius, who wrote down the legend of Romulus's ancestor Aeneas who escaped the ruins of Troy and fled to Italy.

Romulus and Remus[5]

Proca, who was the fourteenth descendant of Trojan Aeneas, ruled Alba Longa and sired two sons, Numitor and Amulius. Though Numitor, the oldest, inherited his father's throne, Amulius usurped the power and banished his brother. Then he added crime upon crime by killing all his brother's male children to insure his position. Numitor also had one daughter, Rhea Silvia. She, however, seemed no threat to Amulius unless she should marry and produce heirs. Therefore, he forced her to accept perpetual virginity by becoming a *Vestal Virgin*—a great honor but in this case a frail disguise for Amulius's own scheme.

The Fates intervened in his plans, I suppose, because the great and powerful city of Rome was destined to arise. Rhea Silvia was raped and gave birth to twin boys, proclaiming their father to be none other than Mars, the god of war. It is uncertain whether she truly believed him to be the father or whether she thought such an illustrious sire would make her rape seem more respectable. However, neither gods nor humans could protect her and her offspring from the king's cruelty. Amulius immediately had Rhea Silvia bound in chains and thrown into prison. Then he ordered his henchmen to drown the babes in the Tiber River.

It so happened, perhaps again by divine intervention, that the Tiber had flooded its banks, leaving small channels and pools along the shore. When the men carrying the children were unable to reach the Tiber because of the flood waters, they placed the twins in a pool, assuming the river would eventually reach them, and they would drown. Instead, a gentle current floated the basket with the infants downstream and laid them on the riverbank. A she-wolf came to the river to drink and heard the wailing of the children. She was very gentle and suckled the boys with her own teats. The keeper of the royal flocks, Faustulus, found her nursing the twins and licking them with her tongue, much like a female dog and her pups.

Faustulus rescued them and brought them to his wife Larentia to raise as her own. There are some people who believe that Larentia's nickname was *Lupa* (meaning "Wolf") because she was a prostitute, and from this confusion of names the miraculous story of the she-wolf originated.

The boys, now called Romulus and Remus, eventually grew to manhood while tending the flocks of their adopted father and hunting wild beasts in the forest. They were both strong of mind and body and organized a group of young men to rid the countryside of brigands and robbers. Romulus and Remus attacked these outlaws and shared the stolen goods with their fellow shepherds.

At this time, a great festival took place on the Palatine Hill, and Romulus and Remus attended the festivities. Lying in ambush for them were the robbers, who were angry because of the booty stolen from them. They attacked the twins: Romulus escaped, but Remus was captured. They then took Remus to his grandfather, the exiled Numitor, for punishment, falsely accusing him of their own crimes.

Now, from the beginning, the shepherd Faustulus had hoped that Romulus and Remus were the actual heirs of Numitor. He knew that Amulius had ordered Rhea Silvia's twins to be drowned and that he had found the boys at about that same time. However, he had not wanted to tell them of his suspicions until it was necessary. After Remus's capture, Faustulus was afraid and revealed everything to Romulus.

Meanwhile, Numitor, who held Remus in his custody, began questioning the supposed thief. When he learned his age and that he was a twin, he became convinced the young man was his grandson. Meanwhile, Romulus led some shepherds in an attack on Amulius's palace, and in the fray, Romulus killed the usurper. Afterward, Numitor called together an advisory council and explained everything: how the twins were rescued, who

[5]Livy, *Ab Urbe Condita* I:3.

raised them, and about the death of the tyrant Amulius. Everyone saluted Numitor as the true king, and he regained his lawful position.

Romulus and Remus were not content to stay with their grandfather. Instead, they were determined to establish their own city in the same place where the she-wolf had rescued them. Because they were twins, it was impossible to say who was older, so they decided to allow the gods to choose. Whomever the gods favored would give his name to the new city and rule as king. Often the gods reveal their plans through birds, and by correct observation of the birds (*augury*), humans can discover what the higher powers desire. Romulus decided to sit on the Palatine Hill to observe the heavens, and Remus chose the Aventine.

Remus first received a sign from the gods, the appearance of 6 vultures, but then 12 vultures came into Romulus's view. Followers of both saluted each as king, one group assuming the kingship was rightfully due to Remus because he saw the birds first, others that Romulus should be king because of the larger number. An argument ensued, then fighting, and Remus was killed.

It is a more widely accepted story that Remus, in a fit of pique, jumped over the walls of the new city, mocking their short height. Romulus, angered, killed his own brother. Thus, Romulus alone ruled the new city, which was called Rome from its founder's name. ■

TEACHER IDEAS

Discussion Questions

1. What does Livy see as the value for studying the past?
2. What type of person does Livy consider the first century B.C. Roman to be?
3. What greatness does Livy admit that Rome possesses?
4. What did Amulius do to try to prevent Rhea Silvia from having children?
5. How did Romulus and Remus and their band of men help their community?
6. Who rescued Romulus and Remus from the kind she-wolf?
7. Why were the henchmen of Amulius unable to place the babes in the Tiber River?
8. Which brother do you think the gods actually preferred to be king? Why?
9. What does Livy mean in the preface to *Ab Urbe Condita* when he says, "we are unable to see our own faults or endure the remedies that will cure our ails"? Do you see any modern parallels to Livy's observation? Be specific.
10. Livy says that the Fates intervened in Amulius's plans "because the great and powerful city of Rome was destined to arise." The Romans truly believed that their city was unique and that the gods wanted them to civilize and rule the Mediterranean world. Do you believe in fate? Do you think your future is predetermined, or can you shape your own destiny?

History Lesson: The Legendary Kings
(as told by Livy)

Romulus was the first legendary king of Rome, and six others succeeded him until the establishment of the Republic. Because no records from that time existed, it was not difficult for later Romans to create an illustrious past for their city. Readers, however, should not discount all of Livy's information as inaccurate. Rome really was ruled by an elected king for many years. Chosen from the noble families and confirmed by all citizens, the king of Rome led the army in war, was the chief priest, and presided as the judge in legal disputes. He was a very important figure.

Romulus ruled for 37 years (753-716 B.C.). A king more devoted to war than peace, his death is shrouded in mystery. While reviewing the troops, he vanished during a sudden, violent storm. It was believed that the gods had carried him to heaven to join their ranks, and he was worshipped by the Romans as the god Quirinus.

His successor, Numa Pompilius (716-672 B.C.), a Sabine, felt Romulus had neglected the civil side of his duties. Numa appointed priests to oversee the various cults. He adjusted the old lunar calendar to fit the solar year and set aside religious days when no business could be enacted. Numa's zeal for religious matters did not end there; he established the Vestal Virgins, who guarded Rome's eternal flame and created the office of *pontifex maximus*—chief priest. He also built the temple of Janus. When its doors were open, they symbolized a nation at war (meaning Janus had left to help the Romans); when the doors were closed, the city was at peace. During Numa's reign the doors were closed.[6] As Livy himself says, "Each king (Romulus and Numa) in his own way, one with war, and the other with peace, increased the state."[7]

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[6]The temple doors were only closed two other times in Rome's history: after the First Punic War and after the Battle of Actium during the time of Augustus.

[7]Livy, *Ab Urbe Condita* I:21.

Tullus Hostilius (672-640 B.C.), even more warlike than Romulus, ruled next. His biggest military challenge came from the Albans, who waged perpetual raids against Roman farmers. Although Tullus refused a diplomatic solution, he agreed to resolve the warfare through a fight between the Horatii (a set of Roman triplets) and a trio of Albans, the Curiatii. As the battle progressed, two of the Romans were killed and the three Albans were wounded. The sole remaining Horatius triplet immediately ran. The Curiatii triplets pursued, but each one's wound held him back, and the Roman was able to pick them off one at a time. Rome was thus victorious.

Tullus waged other wars successfully, and during his rule, the number of citizens doubled and Rome added the Caelian Hill to its territory. In 640 B.C., however, his tenure came to a sudden end when a thunderbolt killed him.

For the next 24 years, Rome was guided by Ancus Marcus (640-616 B.C.), the grandson of Numa. Involved in the reaffirmation of the religious aspects of the city, the Latins thought Ancus was weak, and they attacked the city. Ancus, both a civic and military leader, successfully defended against this military threat. The Janiculum Hill was annexed to Rome, and the first bridge across the Tiber was built during Ancus's reign.

After Ancus's death, one of his advisors, Lucius Tarquinius Priscus (616-578 B.C.), assumed the throne of Rome. Tarquinius, the first Etruscan monarch of Rome, brought many Etruscan customs to the city, most notably the notorious gladiator games. He and his wife, Tanaquil, raised the orphan Servius Tullius. Ancus's sons had Tarquinius murdered, but Tanaquil kept his death a secret until Servius could take over as king. Like his predecessors, Servius was also a great leader (578-534 B.C.). He waged war against the city of Veii to annex territory, started the census, divided the people into classes, and added the Quirinal and Viminal hills to Rome.

Then, in 534 B.C., the throne was seized by Tarquinius Superbus, who ruled Rome without a proper election. Servius was murdered, and Tarquinius eliminated any senators who opposed him. Though a capable general, his basic disregard for other people's rights and arrogance caused his downfall (see chapter 3). Tarquinius was the last king of Rome.

SUGGESTED TOPICS FOR FURTHER RESEARCH

1. early Latin tribes of Italy
2. augury
3. Phoenician settlements in Sicily
4. Greek settlements of Italy
5. Mars, god of war

Language Arts

VOCABULARY BUILDING

Bases:

- *cide* from Latin verb *caedo*, meaning "to kill"
- *cise* from Latin verb *caedere*, meaning "to cut"

In English, the base *cide* carries two meanings:

- "killer" (e.g., *pesticide* means "a chemical used to kill pests"); and
- "the act of killing" (e.g., *suicide* means "the act of killing oneself")

Cultural Lesson: The Guardians of the Roman House—Vesta and the Lares and Penates

Vesta was an ancient Italian goddess worshipped by the Latins long before Rome was an established city. She symbolized the fire found in the home, and her place of worship was the hearth. The importance of the worship of Vesta began in primitive times when the benevolent presence of a fire discouraged wild animals, warmed the family, and cooked the food. Fire was a cherished commodity, and without the aid of matches, a difficult one to produce. It became imperative to maintain a fire at all times, and each settlement kept its own communal fire from which all could borrow brands to use in their homes. When pioneers set out for new environs, they took with them a coal from their homeland's hearth. The eternal fire of Rome was said to have come from Troy with Aeneas.

To protect this fire, Numa, the king after Romulus, established the priestesses of Vesta. As Livy says, "He bestowed upon them a stipend from the government and with the purity of virginity made them respected and revered as sacred beings."[8] At first, there were only four Vestals, but this number was shortly increased to six. Young girls from respected families were chosen by lot to serve the goddess for 30 years, beginning before each girl's tenth birthday. The first 10 years of service were dedicated to learning the duties of the priesthood, the next 10 to carrying out those duties, and the final decade was spent teaching the new initiates. Their chief duty was to maintain the eternal fire, for the Romans believed that should it die out, their city would, too. They also presided over the sacrifices and prayers dedicated to the worship of Vesta. They came under the control of the chief priest of Rome, the pontifex maximus, who could punish them if they neglected the flame. Should any Vestal violate her vow of chastity, she was buried alive, and her lover immolated.

Along with the public worship of Vesta was the private devotion; Romans considered their hearths as Vesta's sacred domain. However, Vesta was not the only deity found in an ancient Roman home. Two other important deities were the Lares and Penates. The Lares were the good spirits of a family's deceased ancestors who protected its descendants by watching over the inhabitants and keeping danger out of the house. Every Roman home had a shrine (called a *lararium*) dedicated to these spirits usually in the *atrium* (see chapter 15). In very poor families, the hearth itself stood for the shrine. In the lararium were statues of the Lares, young men holding a drinking horn in one hand and a vessel in the other. Whenever household members went on a journey, they would say a special prayer to the Lares for their safety and on their return, give thanks once again. Every day the father of the house made a small offering of food or wine to these benign spirits.

Along with the Lares, other protectors (the Penates) resided in the Roman home. These spirits guarded the storeroom or food cupboard. The Penates insured that this cache always remained full so that the inhabitants of the house never went hungry. The Romans kept a dish of salt and a small plate of fruit on the hearth for the Penates, and a daily prayer of thanksgiving was offered to them.

According to legend, Aeneas brought the public Lares and Penates to Rome, where they were worshipped by everyone on certain religious holidays. The key to the prosperity of Rome rested in the strength of the Roman family, which was protected by these three good deities, Vesta, the Lares, and Penates.

DISCUSSION QUESTIONS

1. Do any vestiges of the worship of these three deities remain today (e.g., the Olympic flame, vows of chastity)?

2. Imagine yourself as a pioneer who is starting a new community in a foreign land. What would you bring to safeguard your family? What would you bring to remind you of your homeland?

[8]Livy, *Ab Urbe Condita* I:20.

1.) Livy believes that the value of studying the past is that you may learn from past errors when developing a country, and you may learn what has worked correctly.
2.) Livy believes that the first century Roman is the greatest person on the planet.
3.) Livy believes that the deities prefer Rome over other nations; that Rome is supported by them.
4.) Amulius declared Rhea Silvia to be a Vestal Virgin.
5.) Romulus and Remus' band of followers enforced laws.
6.) Faustulus rescued Romulus and Remus.
7.) The flood from the Tiber River prevented Amulius' guards to drown the infants.
8.) I believe that no deity preferred either of them, but if they had, I would have perceived the vultures' formations to mean that Remus would become the King, and Romulus would be his greater successor.
9.) Livy meant that the Romans would not admit that they were incorrect about the direction that Rome was heading in. I do not see any modern parallels.
10.) I do not know whether or not our extemporaneous actions are predetermined, or if they are not. One person could rebel against their alleged "fate", but that may be a part of their "fate". I do not know what to believe since it is impossible to know, so I remain indifferent.

1.) Slaves and free men resided within the newly founded Rome, but since both did, that should be perceived as anyone, but mainly males.
2.) Romulus attended to the following matters first:
2.1.) He established laws.
2.2.) He fortified the city.
2.3.) He appointed 100 senators.
I do agree, because there is not much else to do (Excluding raising funds for the city, which were not mentioned.).
3.) It was said that no one knows why 100 senators were appointed, but I believe that there is an obvious explanation. Humans have ten fingers, which is what the "base ten" system is designed after. He believed that ten were too few, so he multiplied that by another ten.
4.) Titus Tatius was the Sabine king.
5.) The captured females were upset.
6.) Romulus individually spoke to the females that had been captured.
7.) Livy said that Spurius' daughter deserved her fate because she trusted a traitor (Or did not ask specific questions).
8.) To seduce their neighbors to visit Rome, the Romans held a feast.
9.)

10.)

MEMORIES OF SANDY HOOK ELEMENTARY SCHOOL WILL NEVER FADE

AS THE CLASS OF 2002 - 2003 BECOMES THE LAST FIFTH GRADE

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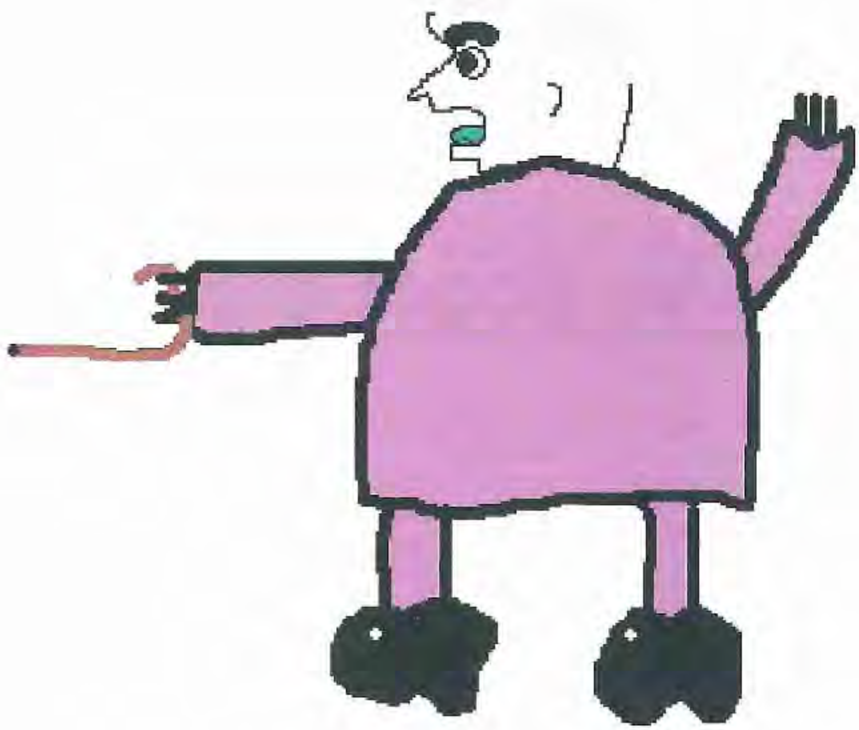
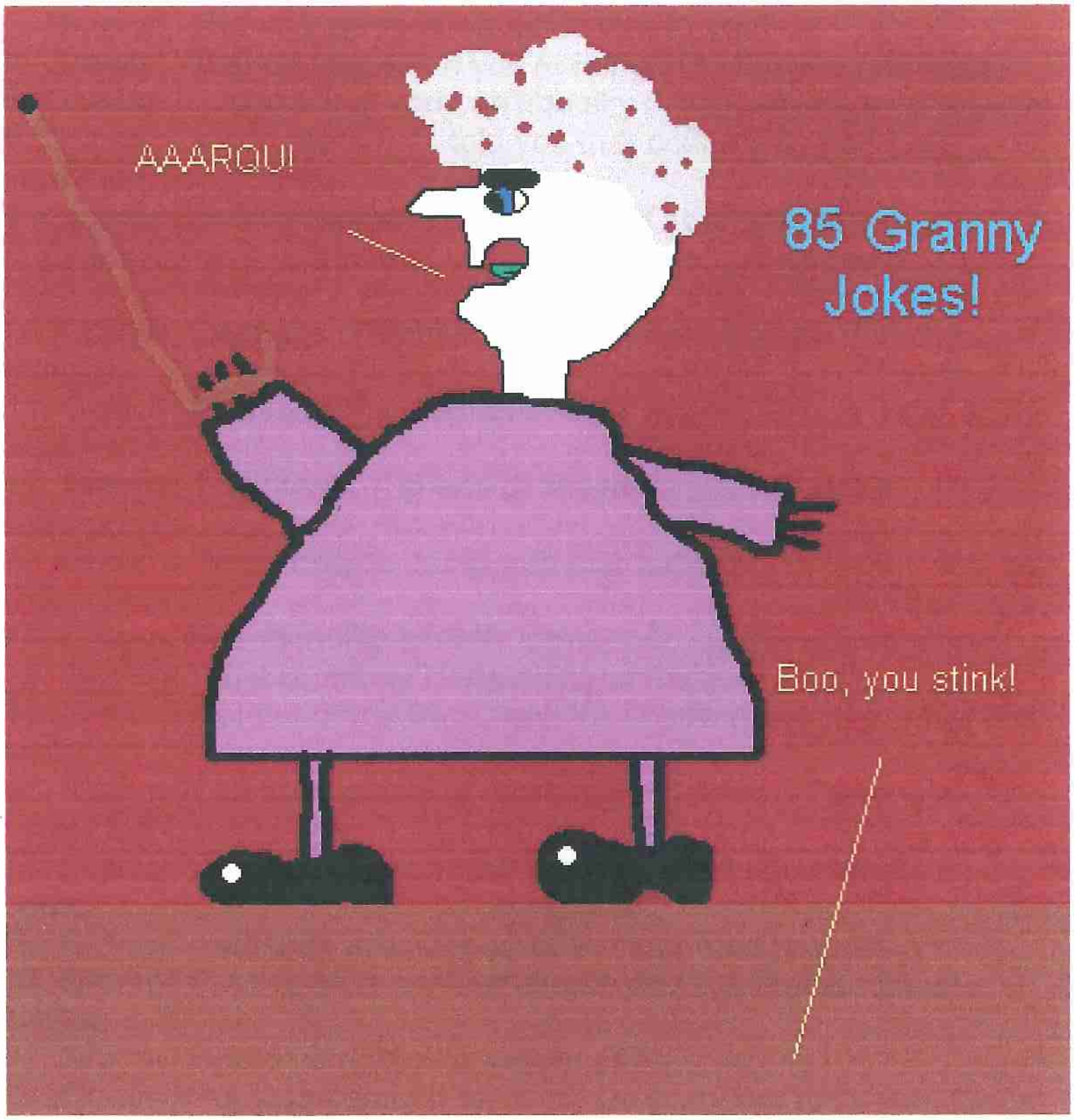
The Big Book of Granny



Adam Lanza [redacted]

The Big Book of Granny


AAARQU!
85 Granny Jokes!
Boo, you stink!

85 Granny Jokes!

1. Granny! Swallow this candy! We need a pinata!
2. Granny! I'll never get better at target practice if you keep running away!
3. Granny! I told you steroids would do that to you!
4. Granny! What do you mean you're hungry!? I fed you last week!
5. Granny! I told you that you can't go sky diving without a parachute!
6. Granny! Stop screaming! I told you that coffee was hot! Now go dry your hair!
7. Granny! Don't be selfish! Let the dog eat your last finger!
8. Granny! There is a sale at the funeral home! Die already!
9. Granny! That's not a playground! That's a construction site!
10. Granny! Keep the crumbs in your beard so the rats don't go hungry!
11. Granny! Granny! Why are there seven stuffed dwarfs hung on the wall!?
12. Granny! You breath 7 *quarts* of oxygen a minute! Not 7 teaspoons!
13. Granny! What are you doing with that butter knife!? Ahh! No! Help me!
14. Granny! The monolith already came, but you are still so stupid!
15. Granny! What is Jimmy Hoffa doing under your bed!?
16. Granny! Get out of the front seat! You know that's where the dog sits!
17. Granny! You have plenty of room in the new car! There is a bigger trunk!
18. Granny! Stop knawing on your leg! You don't know where its been!
19. Granny! Hamsters are not part of the four food groups!
20. Granny! Put this tape on your tongue and lick that electrical socket!
21. Granny! How'd you get your diaper off!?
22. Granny! Put your seatbelt back on! Do you want to fly out...Oops! Too late!
23. Granny! Stop chewing your diaper!
24. Granny! Pull up your pants! You weren't raised in the Ghetto!
25. Granny! Stop screaming or I'll break your other leg!
26. Granny! Stop running in circles or I'll nail your other foot to the floor!

27. Granny! Why are you next to that lava pit with your swimming suit on!?
28. Granny! Why are you pouring petroleum all around the neighbor's house!? And what's up with that lighter!?
29. Granny! What are you doing at the MBA tryouts!?
30. Granny! Open the window! That smell is going to kill me!
31. Granny! Get out of the road! You aren't a speed bump!
32. Granny! Eat this poisonous fish! It's good for you!
33. Granny! Granny! We don't need no steenkin' Granny!
34. Granny! What do you mean you weren't kidnapped by comprachicos!?
35. Granny! Don't play with that knife! Play with the sharper one!
36. Granny! Stop farting! You killed the cat!
37. Granny! There is a lot of Traffic! Why don't you play outside!?
38. Granny! Stop eating! That's how people live!
39. Granny! This is a petting zoo! Not an all-you-can-eat buffet!
40. Granny! This is a sit-down restaurant! Not a disco club!
41. Granny! Aim your cane somwhere else!
42. Granny! Stop drinking out of the toilet!
43. Granny! Stop, drop, and roll!
44. Granny! Who let you out of the refridgerator box!?
45. Granny! Next time we go to the supermarket, we need to get the ultra-absorbancy diapers!
46. Granny! Stop flying around the room! Get back down here!
47. Granny! Why are you still out there!? Didn't the garbage men take you!?
48. Granny! Don't get spit on the dog's chew toy!
49. Granny! Put that fire out! That's the baby!
50. Granny! Get your spleen off the table!
51. Granny! Why aren't you on your leash!?
52. Granny! You smell like a goat!
53. Granny! Why did you put Bess on all the computers in the town!?
54. Granny! Why are you in the furnace!?
55. Granny! Why is John Lennon at the breakfast table!?
56. Granny! If you put your finger in the pencil sharpener, I'll give you a ring!
57. Granny! I have the $2,000 you wanted from the police! Now slowly hand over the baby hostage!
58. Granny! Why is Elvis Presley in the closet!?
59. Granny! Where are you going with that sledge hammer!?
60. Granny! If you have to up-chuck, do it on the neighbors, not me!

61. Granny! Stick a fork in the toaster when it's on and I'll give you a bottle of water!
62. Granny! Tell Elvis to stop playing with the shades and go home!
63. Granny! How about you go in that refridgerator box so I can lock you in!?
64. Granny! How long have you been stuck under the garage door!?
65. Granny! If you need to go, use the bathroom, not the carpet!
66. Granny! Run around with these scissors!
67. Granny! What are you doing with that chainsaw!?
68. Granny! Hide! The Grim Reaper has come for you!
69. Granny! Get your head out of the mailbox! The mailman is coming!
70. Granny! How'd you get your face on the quarter!?
71. Granny! et your arm out of the meat grinder!
72. Granny! Get out of the stove! I'm baking a turkey!
73. Granny! Stop walking on the walls! I just put up wet paint!
74. Granny! Don't do that! Do you want to give the dog fleas!?
75. Granny! The paint in the bathroom is chipping!
76. Granny! Eat some more! Your worms are still hungry!
77. Granny! Just wipe off the maggots and keep eating!
78. Granny! Of course you don't need water to climb Mount Washington! Now go have some fun!
79. Granny! I told you to *fetch* the stick, not eat it!
80. Granny! Stop eating and leave some poison for the rats!
81. Granny! Clean your room! The rats have created a union in there!
82. Granny! Put down that beer and use your blinker!
83. Granny! Stop eating those! The carwash will take care of them!
84. Granny! I don't care if the water's cold! Take your bath and flush when you're finished!
85. Granny! That's not a steak, It's the baby's diaper!

Granny Products of
the Future

Granny Action Figure

The Granny Action Figure! The greatest new action figure! It's in style everywhere in the country! It is groovy to the max! The three inch action figure *really* comes alive! I mean *really*! It *really* comes

alive! Little three inch Granny with her purple dress and her gray curly hair, it's amazing! It even talks! Just pull her hair to make her say something! Let's try it! "AAARQU! I'll get you whippersnappers someday, and when I do, you'll be bacon!" And plus, a bonus! She even comes with a rifle cane! So get off your couch and get this $19.95 Granny doll created by Granny Inc.! Call 1-800-Granny! *1-800-Granny. 1-800-Granny.*

Granny Action Figure 2

Hello you little bloodsucking children! Granny is here to show you how great our new Granny Action Figure 2 is! "AAARQU!". You said it, Granny! This Granny Inc. toy is better than the last! It is guaranteed to last 4 more minutes of play! That's 4 more minutes! Yea! 4 more minutes! Yahoo! 4 more minutes! Yippee! 4!...And this toy can even work as low as 94 degrees Fahrenheit! 94! Yahoo!...It can even work as high as 94 degrees Fahrenheit! 94! Yahoo!...You can even attach the Granny rocket launcher! You can kill your pathetic friends with its not-so unfake rockets! Death comes fast with Granny's newest toy! Also, this time you only have to pay $100.00! What a deal! $100.00! Remember it or I'll send Granny to eat you all! That's 1-800-Granny! *1-800-Granny. 1-800-Granny.*

Granny Action Figure 3

Hey! All you 19 nostriled freaks! You're going to see Granny's newest product right now! The Granny Action Figure 3! It is the best Granny Action Figure ever made! EVER made! Remember the Granny Action Figure 2's habit off beating up children to take their lunch money? Well, now that little problem has been fixed!...I think...Also, remember when the first Granny Action Figure was still legal? It would *really* come alive! I mean *really*! It would *really* come alive! And now, this one *really* comes alive, too! It actually comes alive -19% faster than the original Granny Action Figure! You *need* the new Granny Action Figure 3! And plus, a double bonus! The Granny Action Figure 3 comes with the attachable Granny Belt! For the second bonus, it doesn't need the old 'Pull the hair to make it talk' deal! All you have to do is put your credit card in her back through the yellow slot! It will send a message to Granny Inc. HQ and

we will take five dollars out of your account! When Granny says,"AAARQU!", then we are finished taking your five dollars! See? She talked! Now get off of your couch and buy the $300.00 Granny Action Figure 3! To get it, simply call 1-800-Granny! That's 1-800-Granny. *1-800-Granny. 1-800-Granny.*

Granny Action Figure 4

Today, you will want to buy Granny Inc.'s newest product! No, it's not the Granny Laptop, the Granny Cellphone, the Granny Banana, or even the Granny's Granny! It's the Granny Action Figure 4! The fourth Granny Action Figure! Granny has decided to make this one a week after the Granny Action Figure 3 was released because of the habit that it had of torturing small children for enjoyment! Now, it murders them!...I mean...Hugs them and...And other cute...Things...A new feature that has been added is that this time, when you put your credit card through the slot in the Granny Action Figure 4's back, We take the lower price of ten dollars! Last time, it was the insanely high price of five dollars! Wow! With the Granny Action Figure 4, You just saved $47.99! And now, the best bonus will be given to you if you buy the Granny Action Figure 4 within in four minutes of this commercial, even though we don't know what station shows it when! You will get a Granny Toothpick! You can poke your friends until they get angry and punch you in the face! The Granny Action Figure 4 costs the low price of $400.00! Even *I* would buy it if it wasn't so expensive and had broken parts! It is truly a magnificent toy! To get your Granny Action Figure 4, call 1-800-Granny right now! Don't put this off! That's 1-800-Granny! *1-800-Granny. 1-800-Granny.*

Granny Action Figure 5

Hello! This is Granny Inc. ordering you to buy the Granny Action Figure 5! This brand new toy is like none other ever made! It is the ultimate Granny Action Figure! It actually comes with the Granny Purse! In her Granny Purse, their is a bottle of Granny shampoo! We

really fit some mercury in the tiny bottles!...I mean shampoo in the tiny bottles! If you press the red button under her Granny Wig, the Granny will really come alive and have a mind of its own! There is no way to turn it off! So, if you turn her on, occasionally she'll take out the Granny Shampoo and squirt it into your eyes! Doesn't that sound like fun, children? There are other objects that the Granny Action Figure 5 can use, too! The Granny Belt is attached to her waist, and she has a rifle cane that can transform into the Granny Axe, a never before seen feature! Other items in the Granny Purse are a mini pack of Gran Spam, a mini bottle of Granny Perfume, and a book of Granny Nursery Rhymes! And now, the Granny Action Figure 5 has no credit card slot because the police said that it is not aloud to! Now, it will talk once you press the red button! Remember, it's under the Granny Wig, and there is no turning back once pressed! This 5-inch tall Granny will keep you up all night talking about times back in her day, and yes! The Granny Action Figure 5 knows how to talk by herself, unlike the real Granny who says a sentence about once or twice a year! The first Granny Action Figure had programed sentences! We just slabbed some organs together for this one! The organs are from Granny herself, who doesn't need to use things like kidneys, hearts, and especially brains! Another new feature has also been added! Wow! There are so many features! It will actually beat you up for your breakfast, your lunch money, and your dinner! Again, there is no way to turn this thing off! It will follow you until the day you die and end your pathetic life! The Granny Action Figure 5 costs $500.00! What a deal! The Granny Action Figure 5 wants a new home to burn down to the ground!...I mean it wants a new home so it can be loved! To get your Granny Action Figure 5, call 1-800-Granny! 1-*800-Granny. 1-800-Granny.*

Granny Action Figure Set

This is the supreme ultimate Granny Action Figure Set created by Granny Inc.! This set comes with the Granny Action Figure, the Granny Action Figure 2, the Granny Action Figure 3, the Granny Action Figure 4, and the Granny Action Figure 5! The Grannies will interact with one another! They will curse, punch, light on fire, and

murder each other! And those are just some of the social actions! If you buy this set, you will see all 21 other interactions! These Grannies will act as gangsters and will mug people in the street! You will have hours of laughter by watching these Grannies! It's just like 5 real ones! When you get this offer, a Granny's Son Action Figure will be thrown in for only $2,000.00 more! The Granny's Son has 125 interactions with the Grannies! Now why wouldn't you want the Granny Action figure Set which is at the low, low, *low* price of $5,000.00! And, with every package you buy, you will find a coupon for $20.00 off of Granny Shampoo clutched by the hand of the Granny Action Figure 2! Take it if you dare! To get your Granny Action Figure Set, call 1-800-Granny! That's 1-800-Granny to get the Granny Action Figure finale! Yahoo! *1-800-Granny! 1-800-Granny!..........*

Granny's Son: Granny! You bumbling bumbler! No one would buy this useless junk for $2.00! *$5000.00*!? What is wrong with you, you stringbean Rick James lookin' foo'!? The onl-

Granny: AAAR-

Granny's Son: Granny! Don't you interrupt me or your punishment will stretch to 3 years without any food! Your only good part about this deal was that *I* was in it! You have no meaning to your pathetic life! I don't even know if you *have* a life! You and a zombie look exactly the same! I did not raise you this way you this way! Why would you put all five Granny Action Figures together!? They will slaughter their owners and come back to our house to finish us off! What do you have to say, *Granny*!?

Granny: AAARQU!

Granny's Son: What do you mean it's still...On...Umm...

Uhh, b-buy the Granny Action Figure Set! And you didn't just hear that part about the slaughtering! It was a dream!

Granny's Advertisement

Hey, fools! I'm Granny advertising my newest product...And first...The Granny's Advertisement! Yes, you can buy my advertisement right now! The Granny's Advertisement costs the low price of $78.21! If you don't pay in all pennies, I'll personally shoot off all of your heads using my rifle cane! Granny's Advertisement! Don't

forget it! Ahh! AHHHHHHH! That's Granny's Advertisement! Buy it...NOW! Call 1-800-IwantmoneyNOW! *Call 1-800-Iwantmoneynow...Or Granny'll kiiiiilll...You!*

Gran Spam

It may look nasty to you, but fantastic to Granny! The Gran Spam created by Granny Inc. has many flavors mixed together to make you love it, like sardine, garlic, plastic, petroleum, and Granny's secret ingredient! It's toenails!...I mean...Something secret...And hey, Mom! It's even nutritious! Have a pound o' Gran Spam a day and live to the ripe old age of 17! Vitamins in it are rocks, clown ears, and even dog hair! Now, wouldn't you want a bowl of Gran Spam every morning!? It tastes like earthworms in a sink with cat mucus! Gran Spam costs the low price of $50.00 per bite. To get your Gran Spam, call 1-800-Granny! That's 1-800-Granny! *1-800-Granny. 1-800-Granny.*

Granny Oats

The greatest product that Granny Inc. has ever made! Granny Oats! Made out of the best ingredients ever! Granny Oats is full of great nutrients, some of which might not be legal, but boy, are they great! Also, every Granny Oat looks like a Granny! They are even in color! There are approximately 6,000 Granny Oats per package! As a fun

toy, 200 of those Granny Oats are made of hollow, thin lead, so you can play with Granny all the time! They look *exactly* the same as the Granny Oats, because it costed too much too make both of the types a different shape! Each box costs the low price of 49.99! Dig in to the new cereal which will,"Surely kill you of lead poisoning. I am about to die now. Good-bye," That was the quote of many of the ones to taste this food! To get *your* Granny Oats, call 1-800-Granny! *1-800-Granny. 1-800-Granny.*

Contents

Contains Mechanically separated chicken, locust been gum, and chicken fat.

Granny's Granny

For a limited time, you can buy the Granny's Granny! Disabilities that it has is terchophobia, soulphobia, sitophobia, senility, black plague, fifth disease, crippled in 9 places, loss of 194 bones, heart disease, lung cancer, kidney failure, baldness, ichtyosis, hobo-itus, conjunctivitis, brainless, marrow cancer, strept caucus, 14 brain tumers, and more! This thing will be instant suicide for all you Hitler lovers who want to commite suicide! She is the real one, and scientists cannot even begin to estimate its age, though they can decide that dinosaurs were its Great, Great, Great, Great, Great, Great, Great,
Great, Great Great Grandsons to the Nineteenth power! Once you die, tell a family member to give it back to us and to burn your corpse before you catch the hobo-itus. Now, who wouldn't want the Granny's Granny? I sure wouldn't! To get it, call 1-800-Granny! Oh, yeah. You can have it for free. *1-800-Granny! 1-800-Granny!*

Granny's Clubhouse of Happy Children

Granny's Clubhouse of Happy Children

Bobolicious: Hey, hap-hap-happity slapped children! Just between you and me, I'm Granny's Son! I'm on live TV, and you are watching ***Granny's Clubhouse of Happy Children***! But now, my stage name is Bobolicious! Do you want to know a secret?

Children: ...
Bobolicious: Okeh! You are my best friends! How does that make you feel, Joey?
Josephina: My real name is Josephina! It's not Joey! It's all true!
Bobolicious: That's great, Joey! What about you, Mary?
Mary: It makes me wanna chew off your head and spit the leftovers in a toilet! You make me sick!
Bobolicious: Now, Mary! You should work on that temper! Don't make me send Granny after you!
Mary: Eh, go chew a fish!
Bobolicious: No! Shut up you little carbonated, 2-bit, pickle-faced-
Mommy's Boy: Mommy! Save me! I'm scared!
Bobolicious: Hey, kids! Do you hear something!
Mary: I think it's Billy's flateuance!
Billy: Mommy says it's 'cause I'm special!
Josephina: Ahh, the pain! My name is Josephina! Noooooooooooooooooooooooooo...It just can't be true!
Mary: Shut up, Joey!
Josephina: It's Josephina! No, no! A boy none-the-less!
Bobolicious: ...You hear a noise too!? What is it!?
Children: ...
Bobolicious: It's Granny! That's right! Let's say that in Spanish! To say Granny in Spanish, say *dumbo*!...Say it with me!...*Dumbo*! That's right! Good Spanish!...Granny...Granny! Don't point that at the children! Granny! Granny! No! Don't pull that trigger! No!
Children: Ahheeheehahoohaeaeaeeaehhhahhh!
Billy: No, Granny! Don't throw that match so close to me! (Boom)!
(Silence): ...
Bobolicious: Are all you little blood-sucking demons okay!?
Mary: Everyone except Billy! Did you see that explosion!? There was fire everywhere!
Bobolicious: Well...On with the show! So, Granny! What fun activity do you have today!?
Granny: AAARQU!
Bobolicious: "Spin the wheel to get a prize"!? Sounds fun! Everyone gets something! Mommy's Boy, you go first!
Mommy's Boy: Mommy! Have faith in me! (Spin).
Bobolicious: Hmm...It looks, like a fist! Granny, what is it!?
Granny: AAARQU! (Granny punches Mommy's Boy in the face).
Mommy's Boy: Ahh!
Mary: You! Yeah! The Nepalese guy! I heard you sell candy!

Siddhartha: You have heard right! I sell Karma Kandy Krunchies! Try one!

Mary: Okay!...MMM! I'm in Nirvana!

Nirvana: We are a craz-y, se-nile rock grooooouuuuup!

Bug: Hey guys! I'm a bug! Ho-ho! (Crunch)!

Siddhartha: Whoops! You should have been better in your last life!

Mary: Hmm...Strange. I feel like I was just in some sort of a cheap budget commercial just now...

Granny: AAARQU!

Bobolicious: Granny doesn't want one more distraction, and Granny's word is law, unless you want to be shot and killed on the scene!

Josephina: I can't bel-

Bobolicious: That goes for you too, freak-child! Mary! You're up! Spin the wheel!

Mary: No! I'm calling the police! (Mary runs away).

Granny: AAARQU!

Bobolicious: Let her go! She'll never make it past the storage room of Gran Spam!...Joey, spin it!

Josephina: It's Josephina! Why di-

Bobolicious: Granny! I just remembered that we're on live television! Run, before the cops come! Andthatendsourshowyouadorablelittlechildrenseeyounexttimebye!

Granny's Clubhouse of Happy Children 2

Bobolicious: Hi! I'm Bobolicious the Explorer! You are watching ***Granny's Clubhouse of Happy Children***! Remember last time when everyone was being slaughtered!? Well...You bread-brain leeches gave me 75 years of prison for that so called "Tragedy"! *I* was having

fun! Luckily,...Granny broke me out by using her rifle cane. Well, our guests today are Siddartha, Joey-

Josephina: It's Josephina! I'm a boy named Josephina! Ahh!

Bobolicious: -Mary, Billy, and Mommy's Boy! Well, we have 3 other guests too! Can you count to five? Say it in Spanish!

Uno...2...3...corto...Do!

Bobolicious: And our newest guests are Geek, Goldilocks, and..."Smith"!

Geek: Did anyone get their new issue of Dungeons and Dragons Decadely yet?

Goldilocks: Move over, fatty!

Mary: Go eat a bear, Golds!

Goldilocks: Shut up or I'll send my vicious bears after you! They'll eat *you*!

Mary: Hey, Bobo the Hobo! I thought Goldilocks was supposed to be sweet!

Bobolicious: Oh, no! She's the rudest nursery rhyme creature of them all! She ate all of the 3 Bear's porridge, and the bowls, too! She broke a chair, and shed millions of bits o' skin in their beds!

Mary: Oh...

Siddartha: "Smith", why do you being no talking?

Mommy's Boy: Mommy! Why has a government agent code-named "Smith" come here!? I think he wants to kill Granny and Bobolicious if any violence happens! Geek! Pounce on him!

Geek: I'll get you, "Smith"!

"Smith": Aborting mission!

Geek: I think my breath made him flee!

Bobolicious: Wait a second! Is that Granny I am hearing!? Answer my question in Canadian!

Children: ...

Boblicious: Right! Can you say 'right' in French!?

Children: ...

Bobolicious: Okay! Let's say it!...*We surrender*! *We surrender*!

Goldilocks: Am *I* French?

Bobolicious: Here's Granny!...Granny...Granny! Drop that Granny Action Figure! It'll kill you! Give it to Geek!

Granny: AAARQU!

Bobolicious: No! Don't pull that monster's hair!

Granny Action Figure: AAARQU! Come, my descendants!

Bobolicious: Ahh! It's summoning all the unsold Granny Action Figure 1's ever made, and that's all of them!

Geek: Ahh! They're chewing my glasses! Ahh, my tibia!
Bobolicious: Granny! Fly away! I'll grab onto your ankle!...If you have one!
Granny: AAARQU!
Bobolicious: Hey Granny! How *do* you float like that?...Oh, nevermind! I don't want to know!
Mommy's Boy: I'm coming too! Mommy! I'll find you!
Bobolicious: Hey! Stop biting my foot, Mommy's Boy! Fall to your 100 foot doom!...Yup...Now it's a 110 foot doom! Oh, and when will you accept that your mommy doesn't want you around!?
Mommy's Boy: No! It can't be true! Waaaaaaaaaaaaaaaaah! (Splat).
Bobolicious: Well, that's the end of our show! Hey, Granny!
Granny: AAARQU!
Bobolicious: Do you know how the camera man gets all this on film? I don't even remember hiring one! But I saw a re-run of our first episode on TV when I was in Jail! Oh, well! If I had a camera man, I would name it Horatio...

Granny's Clubhouse of Happy Children 3

Bobolicious: Hi, all you children! Today on our show, ***Granny's Clubhouse of Happy Children***, we have Mary, Joey, Mommy's Boy, Billy, Siddhartha Guatama, Goldilocks, and Geek! Our newest guests are Nerd and Dork! Today, we have a special friend and her pet on the show! Meet Dora the Beserker and Shoes!
Mary: She's the only person in the world I fear! Ahh!
Mommy's Boy: Ahh! Sanctuary! Help, Mommy!
Siddhartha: No! Ahh!
Josephina: No! It can't be! My name is Josephina, not Joey! Ahh!
Billy: RAAROUARA!...Excuse me...
Granny: AAARQU!
Bobolicious: Hi, Granny! What are we going to play today!?
Granny: AAARQU!
Bobolicious: Hide and go Die!? How do you play!?
Dora the Beserker: All you do is hide, children! When I find you, you'll get a treat!
Shoes: Ooh ooh, ahh ahh! I looove bananas!
Dora the Beserker: How many times do I have to tell you? Bananas cause lung cancer!

Mommy's Boy: Is Mommy playing this game, too?
Dora the Beserker: No! Go hide before I just kill you now!...I mean, give you all...Bananas!
Mary: You just said yourself that bananas cause cancer, m-m-ma'am.
Dora the Beserker: Shut up and go hide!
Dork: You can't tell us what to do!
Siddhartha: Have you seen her show? She can make anyone do anything! She can even make you get up and dance like an idiot!
Mary: I'm hiding!
Mommy's Boy: Me four!
Goldilocks: Me too!
Josephina: Me too!...Josephina! No!
Siddhartha: Me too!
Billy: Me too!
Geek: Well, I agree with Dork!
Nerd: Me too!
Dork: And I'm not moving!
Dora the Beserker: Granny! Shoot them!
Granny: AAARQU! (Bang Bang Bang).
Bobolicious: Hey! You're killing the children, which makes *me* go to jail!...Can I help?
Shoes: If I can have a banana!
Dora the Beserker: I found Billy! Shoes! Give him a banana!
Shoes: Here you go!
Billy: No! Ikhjorktuyog-og-og-og-og-og-og! BBBLLLEEEAAAHHH!!!
Dora the Beserker: Next time use Gassy-X! You can be smelt a mile away!
"Smith": I'm placing you under arrest, Dora the Beserker and Shoes!
Dora the Beserker: How did you find us?
"Smith": I followed the bananas. You're coming with me.
Shoes: Whoops! I better stop having bananas!
Dora the Beserker: I'll finish you children next time!
"Smith": You're coming with me, too, Swiper the Racoon.
Swiper the Racoon: Oh-man! I have to stop following those banana trails!
Bobolicious: Well, I guess you can come out now, children!
Siddhartha: Is it over?
Mommy's Boy: I...I...I FOUND MY MOMMY!
Mommy: Shut up, kid! I've been trying to run away from you this whole time! You're such a loser! I hate you and just want you to go

away forever!
Mommy's Boy: NOOOOOOOOOOOOOOOOOOOOOOOOOO! IT CAN'T BE TRUE!
Mommy: I hope I never see you again!
Mommy's Boy: Mommy's gone...I know! She had too many bananas and lost her mind! I'll find her again sometime!
Bobolicious: Enough with the bananas! They shouldn't be mentioned on a children's show!
Granny: AAARQU!
Bobolicious: Really? You have a present for every child that's still alive!? How nice!
Granny: AAARQU!
Josephina: I got...a name tag that says Joey! No! My name's Josephina, but why!? No!
Mommy's Boy: I got a Granny Action Figure! Ahh! No!
Mary: I got a Care Polar Bear! No!
Siddhartha: I got a skull! Why!?
Goldilocks: I got a written warning from the Three Little Pigs! It says:

Dear Goldilocks,

If you ever dare to come into our house like you went into the Bear family's house, we will send the Big Bad Wolf after you until it finally catches up with you and tears your body to little microscopic shreds. We will personally come to your house and trash it after that to show your microscopic body pieces how it is to have a house like that. Send a confirmation letter to us at 123 Piggy Lane by 12:00 ante meridian, or we will send the wolf anyway.

Your dearest friends, Moe, Larry, **and** Curly **Pigg**

Bobolicious: So, we'll see you soon, kiddies...Unless we get cancelled...Can you say goodbye in French!?
Children: ...
Bobolicious: That's right! *We surrender*!

Adventures of Granny

The Adventures of Granny

Granny's Son: Granny! Get up! Your cereal is getting cold...Granny?...Granny! Why are you dead!? I mean, Yahoo!

Granny: AAARQU!

Granny's Son: No!...Well, your cereal is getting cold! Get your prehistoric knee out of the toilet and eat your breakfast!

Granny: AAARQU!

Granny's Son: Shut up! Eat fast so the food poisoning speeds up-I

mean, if you don't eat fast enough, we will not get to the bank before it closes!

Granny: AAARQU!

Granny's Son: Shut up! Get your 1774 Firari and let's get out of here!

Granny's Son: Get in the trunk! I'll drive!

Granny: AAARQU!

Granny's Son: Granny! Stop flying around the car! I told you to get in the trunk!

Granny: AAARQU!

Granny's Son: What do you mean you can't breath!? I turned on the methane for you!

Granny: AAARQU!

Granny's Son: What do you mean you're afraid of the dark!? I put up a glow-in-the-dark sticker just for *you*!

Granny: AAARQU!

Granny's Son: What do you mean you broke your leg 8 car crashes ago!? Grow it back!...We're at the bank! Get out and we'll go inside!

Robber: This is a stick-up! I want all the extra toilet paper you have!

Granny's Son: Granny! Take care of that masked man! (Granny puts a bucket on her head and runs around in circles).

Granny's Son: ...Whoops! I forgot to take the nail out of your foot!...Now go! (Granny flies around the room).

Banker: It's a bird!

Other Banker: It's a plane!

Rappa Frank: Ya foos! Is just a Granny, Y'all dem lil' rappa dawgs! (Granny shoots the robber and Rappa Frank dead with her rifle-cane, and then eats the corpses).

Other Other Banker: Yipee! We have been saved!

Steinbrenner: I'll kill you with this shotgun, Granny!...Ha...I shot you...Oh...No...I got a wrinkle...I need to commite suicide...By hitting...My head...With a...500 ton diamond ...Ring...Oh...No...I'm dead...I'll...Be back...And I'll try to get you...Granny...

Granny: AAARQU!

Mayor: Granny! You are tougher than the police! Your new job is to kill theifs and hide their corpses in ditches!

Granny's Son: Granny! Where did Steinbrenner go!?

Citizen: Who cares? Granny's boss!

Other Citizen: She's tougher than Derek Jeter!

Some freak with 20 nostrils and 76 fingers: What they said!

Steinbrenner: I am outside with a stick of dynamite! I will throw it in and everyone will die!...But I need a match...Yes! I found the one in my pocket that I was going to use to light the dynamite which I will use to kill everyone. Bye-Bye, Granny! (He throws the dynamite in).

Mayor: Oh no! That is dynamite! (Boom!).

Granny's Son: Granny! Everyone is dead except you and me!...Let's take the bank's money! (They take all the money).

Steinbrenner: No!...I'm...D e a d...

Granny: AAARQU!

Granny's Son: You are right! It is 1:00 p.m.! Time for all little Grannies to go to sleep!

(14 hours later)

Granny: AAARQU!

Granny's Son: Shut up! I'm trying to go to sleep!

Granny: AAARQU!

Granny's Son: Okay! I heard you! You think Steinbrenner is going to eat you! I'll be there in a second with my shotgun!

Granny: AAARQU!

Granny's Son: Shut up! I said I'm coming!

Granny: AAARQU!

Bobolicous: What do you mean I sound like Michael Shevlin saying "Shut up" all the time!? Shut up! Okay! I'm here! I'll protect you! Where can I sit!?

Granny: AAARQU!

Granny's Son: Shut up! I'll give you one more chance!

Granny: AAARQU!

Granny's Son: What has more brains than Granny with a shotgun to it face!? The wall behind it! (He shoots Granny).

Granny: PICKAW!

Granny's Son: I told you you couldn't catch a bullet in your teeth!

The Adventures of Granny 2

Granny's Son: Granny! I won a free boat trip that would normally cost $45.45 to Madagascar!

Granny: AAARQU!

Granny's Son: What do you mean 'I don't think it's safe to go on a boat trip to Madagascar'? You're Granny! You can't think for yourself!

Granny: AAARQU!
Granny's Son: Granny! You aren't supposed to use that language!
Granny: AAARQU!
Granny's Son: You'd better be sorry or you won't have any Gran Spam for the rest of the decade! Now it's time to go to the docks!

Granny's Son: That's our boat!
Granny: AAARQU!
Granny's Son: What do you mean? It's a great boat! Now let's get on it!

Boat Driver: I'll be your rower for today...I mean boat driver! My name's Boat Driver. Get your life preservers on and we can leave.
Granny's Son: Psst! Granny! That means you *don't* wear it!
Boat Driver: Let's go!
Granny: AAARQU!
Granny's Son: Boat Driver! You went too fast for Granny and she fell out and is drowning back at the docks! Do something!
Boat Driver: Sorry, I can't. I'm too busy driving the boat away from the docks to save her. *You* do something.
Granny's Son: Okay! Granny! Grab this floatation device! (Granny's Son throws it, Granny catches it, and sinks to the bottom of the ocean).
Granny's Son: Sorry Granny! I accidently threw you the cement one! I meant to throw you the *lead* one!
Granny: AAGURGUQUGU!
Granny's Son: Shut up!

The Adventures of Granny 3

Granny's Son: Granny! I found a little boy on the street and thought it was the perfect pet!...Let's dig in!
Mommy's Boy: Mommy! I want my mommy!
Granny: AAARQU!
Granny's Son: Great idea! Stuffing it with Gran Spam and putting it up on the mantelpeice will be a great adjustment to our house!
Mommy's Boy: Mommy! Where is my mommy!? I want my mommy! Wahhhhhhhh!
Granny's Son: Granny! It's running around the fireplace! Kick it in!
Granny: HYYYYA!

Mommy's Boy: Oof! Wahhhhhhhh! Mommy! I'm burning! Where are you!?
Granny's Son: Granny! It jumped out! Punch it in the face!
Granny: AAARQU!
Granny's Son: You're right! We would be banned from being read if you did that in detailed performance!
Mommy's Boy: Wahhhhhhhh! Mommy! I want my mommy!
Granny's Son: Granny! Shoot it with your rifle cane! (Bang, bang, bang).
Granny's Son: Granny! How can you miss three times!? Oh yeah! You don't have aposable thumbs!
Mommy's Son: Mommy! I'm crying! Wahhhhhhhh!
Granny's Son: Granny! Throw your Granny Action Figure 3 at it! (Granny throws the Granny Action Figure 3 at Mommy's Boy and it was caught).
Mommy's Son: Mommy! I want my...Oooooooh!...Granny's cool! (The Granny Action Figure 3 comes alive and shoots Mommy's Boy).
Mommy's Boy: Crickey!...
Granny's Son: Is it dead!? Granny! Go try to eat its feet off and see if it resists! (It doesn't resist).
Granny's Son: Yay! Now we can hang it!
Granny: Oh, happy days!
Granny's Son: Granny! You can speak! All those dog obedience lessons really paid off! Now shut up!

The Adventures of Granny 4

Granny's Son: Granny! Get out of bed or I'll hit you with your own sledgehammer!
Granny: AAARQU!
Granny's Son: No, you can't stay in bed for five more minutes, because in human years, that's 300 decades! Get out!
Granny: AAARQU!
Granny's Son: That's better! Eat your Granny Oats so we can get to the big hockey game!...Granny! What is in your Granny Oats!?
Granny: AAARQU!
Granny's Son: I didn't need to know that!

Granny's Son: Granny! You can't sit in the front seat! Get in the trunk, and when cars are behind us, open it up and spit lougies at

them!
Granny: AAARQU!
Granny's Son: Of *course* it's legal! Okay, we're going!...Granny! How did you fall out of the trunk!? I'll just come back and-
Granny: QUEH!
Granny's Son: Whoops! Sorry!

Granny's Son: Granny! You get the food, I'll get the seats!
Granny: AAARQU!
Granny's Son: Shut up! Find me when you get the food!...(Whistling)
Granny's Son: Whi Whi, Whi Whi Whi-stle! Whi Whi, Whi Whi Whi-stle! (Music starts).
Granny's Son: Gra-nny! Oh, Gra-nny! How, are you doing, to-dayyyy!? You just keep going, going AAARQU!...AAARQU!...And AAARQU! Oh, I wish you knew how to say some-thing, new every day on our bloooock! I hope someday that your kindness, will grow to the size of the opposite of your braaain! You al-ways make, a-mess! I always wonder if you are insannnne! Yo! Granny, Granny, you stink like a boulder would sink, y'all! The smell lasts as long, as this song! You hurt the children! You abuse the children! You are mean to the children! You *eat* the children! They scream, they cry, ya wonder why! And those children keep crying! You keep flying! You are cra-zy! You are la-zy! And you are just so...Like...A...Granny, yo! (Applause).
Granny's Son: Thank you, thank you very much! Now, I need a seat!...Great! One right in the front!...Granny can just sit on the floor like a hobo.
Granny: AAARQU!
Granny's Son: Granny! You, you...Heard all the fanfare and Granny Rap!? I...Uh...Just sit on the floor! So, what food did you get!?
Granny: AAARQU!
Granny's Son: Granny! That's not food! Oh well...Granny...Granny! Stop throwing all those bottles filled with mercury at all those people! This is a far off land, a land that we can be kicked out of!
Granny: AAARQU!
Granny's Son: Shut up!
Announcer: Oh! Hello, hockeyer people type...Things...Now, we watch the hockey match!...Oh! They're off! And they-Uhp! Oh! Monster just ate Child!
Granny's Son: Granny! I just attempted to kick you in the back, but you weren't there to recieve it! Where are you?
Granny: AAARQU!

Granny's Son: Granny! Stop spraying Granny Perfume on that poor child! Do you want to kill him!?
Old Fart: Hey! I'm 105 years old, you no-good youngin'!
Granny's Son: Compared to Granny, you weren't even born yet!
Announcer: Oh! Monster just killed Billy!
Granny: AAARQU! Boo! AAARQU! Boo!
Monster: You wanna come in, Granny!? I'll eat you, *sa-vage-ly*! Monster! Eat!
Granny's Son: Granny! Just ignore that thing!...Granny! Get down from there!
Granny: AAARQU!
Granny's Son: You will be pul...Pulver...Punched to death!...Nevermind! Get in their!
Announcer: Oh! A Granny just *flew* into the hockey arena!
Monster: That's it, Gran-Gran!
Granny: AAARQU!
Announcer: Oh! Granny just punched Monster! And now...Oh! She just shot him with a *cane*!
Beggar: Hey, mister! Could you spare some change?
Granny's Son: Shut up!
Beggar: Hey, mister: Could you spare some change?
Announcer: Oh! And that Granny is *manslaughtering* the hockey players left and right!
Granny: AAARQU!
Granny's Son: Granny! Let's get out of here! fly away! I'll grab onto your leg...If I can find it!
Beggar: Hey, Jefferson! Grab on!
Jefferson: Yip Yip!
Granny's Son: Yeah!... (Music starts).
Granny's Son: IIIII'MMMMMMMMMMM ffflying! I'm flying! I'm-
Granny: AAARQU! (Music ends).
Granny's Son: I'm sorry...Land!
Granny: AAARQU!
Granny's Son: Hey, Granny! How did we get outside!?
Granny: AAARQU!
Granny's Son: Oh...Hey! What's Freak and Freak Junior doing here!?
Jefferson: Yip Yip!
Beggar: Hey, mister! Could you spare some change?
Granny's Son: Ahh! Granny! Here's $100.00! Go away with these two! Go away forever! I'm going to *Granny's House of Food which is*

not even Food! Shut up, *Beggar*! Have a quarter!...Granny! How did you get your face on the quarter!?...Nevermind! Go away!

Beggar: He's grumpy...I...I...I can talk now! The curse was lifted since I actually got some money! (Music starts).

Beggar: Ohhhhhhhaoh! I can talk!...Speak! I can talk!...Weep! I have never been able to talk so well! Oh how-

Granny: AAARQU! (Music stops).

Beggar: Party Pooper!

Jefferson: Yip Yip!

Granny: AAARQU!

Jefferson: Yip Yip!

Granny: AAARQU!

Jefferson: Yip Yip!

Granny: AAARQU!

Beggar: I'll order our food...Since I'm the only one who speaks English here...Or *we* speak Granny and *Granny* is the only one who can speak English...Nah! Let's go to the Dutchess!

Granny: AAARQU!

Beggar: Okay!

Jefferson: Yip Yip!

Beggar: It's so convienient that you can fly, Granny! Without you, we would never make it to the Dutchess!...Jefferson?

Jefferson: Yip Yip!

Beggar: Did you refill the gas tank?

Jefferson: ...

Beggar: We're going down!

Granny: AAARQU!

Beggar: We are going down... (Music starts).

Beggar: Down, down, down, down, down the stairs, and-

Granny: AAARQU! (Music stops).

Beggar: You ruin all the fun, old fart! (Crash!).

Beggar: Is everyone okay?

Granny: AAARQU!

Beggar: Granny! Get off Jefferson! You're crushing him with your 5,000 tons of fat!...Hey! We're in the Dutchess! I'll do all of the ordering.

Cashier: Hello. How may I poison you?

Beggar: *I haven't eaten in 15 days! I need food! Anything!*

Cashier: Okay. I'll put you out of your misery for free...Have a bucket and a hot dog. Granny there can have a hamburger and a

pre-used bucket, and that pipsqueek can have some Soylent Green. Next!

Beggar: Let's go to our table.

Jefferson: Yip Yip!

Beggar: No, no! He didn't mean it like that.

Granny: AAARQU!

Beggar: You're right. Jefferson! Try our foods to check for lead and rat poison.

Jefferson: (Chomps). (Chews). (Wheezes). (Dies).

Granny: AAARQU!

Beggar: Um, okay. You can have my food, too. I'm not that hungry right now.

Granny's Son: Granny! What are you doing in here!?

Beggar: I thought you said you were going to Granny's...Something.

Granny's Son: They are both the same thing. I was getting the Granny's meal...What happened to that disgusting monstrosity!?

Beggar: He had the food here.

Jefferson: Yip...Yip...!

Beggar: You're alive!...No, no! He didn't mean it like that!

Granny's Son: Yes, I *did*!

Granny: AAARQU!

Granny's Son: Granny! Let's go enroll you for a job as a speed bump! Goodbye, *Beggar*!

Beggar: Bye...Bye...Granny... (Music starts).

Beggar: Sometiiimes...You feel left out! And other tiiimes...You feel de-pressed! But allwaays, you will be in my heeeaaart! And allwaays-

Granny: AAARQU! (Music ends).

Beggar: Stop it!

Granny's Son: Goodnight, Granny!

Granny: AAARQU!... (Music starts).

Granny: Going to sleeeeeeep! Is not al-ways...So niiiiiice! But sometimes you have to fight your feeellings! And sometimes you-

Granny Son: Shut up! (Music stops).

Granny: AAARQU! Dang! AAARQU!

The Adventures of Granny 5

Granny's Son: Granny! The marines are here to take you to boot camp for your training! Wake up!

Granny: AAARQU!
Granny's Son: Um...Of course I didn't sign you up! *You* did it...In your sleep! Yes, you were sleeping!
Granny: AAARQU!
Granny's Son: I don't care that the sign-up sheet is 4 miles away from here! Get your superannuated behind out of that hole in the ground and come with Marine Private Captain Seargeant Corporal General Captain Wedgiemeister!
Granny: AAARQU!
Granny's Son: No, it isn't redundant! Now leave me in peace!
Wedgiemeister: Beeline on, you senile, dysfunctional dollop of bananas!
Granny's Son: Listen to that freak! Go! Bye-bye!
Wedgiemeister: Are you primed to manipulate your viability to poise the autarchy of our established populace of indulgence?
Granny: AAARQU!
Wedgiemeister: What does that disquietude of disorder nullify to?
Granny: AAARQU!
Wedgiemeister: Oh. Let's go.

Wedgiemeister: Granny! Stay away from the warmongers!
Soldier Bob: I thought I was a soldier...Ahh! Get this thing off of me! My face! Ahh! (Boom).
Wedgimeister: Granny! Why did you scarcely inoculate malignancy into that private's superficiality?
Granny: A-
Wedgiemeister: Shut up!
Seargeant Boberlina Boberson: Um...Sir? Why do you have to use such elaborate words all of the time? It does not even fit with your name.
Wedgiemeister: Succumb!
Seargeant Boberlina Boberson: Translator! Could you help us again?
Translator: He said 'die'.
Seargeant Boberlina Boberson: Okay...I'll just leave now...
Wedgiemeister: I'll educe you infra. Now, We-
Snitch: Wedgiemeister! The enemy is coming! The enemy is coming!
Josephina: The British?
Snitch: No! It's the-
Mary: Byzantines?

Mommy's Boy: Mommy says that they are all rotting in their graves by now. Granny would know. She tried to loot their tombs a few times, back when she had a real brain...I mean when she *had* a brain. Is Mommy in the enemy's legion? Mommy! I'm coming!
Snitch: The enemy is the-
Geek: Is it the Chromatic Dragon legion? I hear that they are Chaotic-Evil.
Snitch: Listen to me! The-
Granny: AAARQU!
Snitch: No! Listen for once! The enemy-
General Monkey: Ooh ooh, ah ah!
Mary: The Bananas? What do you know? You're a monkey!
Geek: Hey! There is no reason for partiality!
Mommy's Boy: Mommy! We'll form an ambuscade party! We'll get you out of their prison!
General Monkey: Ooh ooh, ah ah!
Mommy's Boy: She can *too* hear me!
Geek: Apologize to General Monkey right now, Mary. Or else a Sea Hag will curse you!
Mary: Shut up!
Mommy's Boy: Mommy! Tell Mary to shut up!
Snitch: Oh, I give up.
Wedgiemeister: We must blitzkrieg the calumniator!
Geek: Translator!
Translator: He wants to obliterate the enemy legion.
Mommys Boy: Look into the sky! It's a cow bomb!
Mary: Run into the ship and we'll set to sea! Sadly, we have to leave our country to burn...Yes! I've always wanted to see this!
Geek: Hurry! Single-file.
Granny: AAARQU!
Seargeant Boberlina Boberson: Granny's right! Geek and Wedgiemeister can't come! Granny, Translator, Snitch, Josephina, Mary, Mommy's Boy, General Monkey, Soldier Moe, Soldier Larry, and Soldier Curly, get into the boat!
Wedgiemeister: But...
Geek: So, that means I can't come?...Whu-why are you driving away...And why is there a cow in the-AAAAAAAAAHHHHH!!! (Mooooooo!).
Soldier Curly: The cow bomb is mooing! The natural gas is leaking out now! Good thing we're escaping.
Granny: AAARRRQU! I made it myself!

Soldier Larry: She talked!

Seargeant Boberlina Boberson: You've heard too much. We have to kill you now.

Soldier Larry: Oh man! I hate it when this thing happens!

Dora the Beserker: Swiper no swiping!

Swiper the Racoon: Oh-man!

Mary: Who are you freaks?

Dora the Beserker: I'm Dora the Beserker! I love hurting children!

Swiper the Racoon: And I'm Swiper the Racoon.

Mommy's Boy: Mommy! I thought that their names were Dora the Explore-

Snitch: I'm telling! You're going to have *such* a law-suit!

Granny: AAARQU!

Translator: Granny wants to know if you would assassinate Soldier Larry at the stroke of midnight, Dora.

Dora the Beserker: Of course!

Soldier Larry: Ahh! Now I know I'm gonna die! (Soldier Larry jumps over-board).

Granny: AAARQU!

Translator: She says nevermind.

Dora the Beserker: Oh...But...I like hurting people...Especially children...

Snitch: I'm telling the police! (He runs away).

Seargeant Boberlina Boberson: Let's push people over-board so the survivors can have more food.

Granny: AAARQU! (She shoots Translator, Josephina, Soldier Moe, and General Monkey with her Rifle Cane).

Josephina: I never even got to talk on-board! Bbblleeehhhhhh...

Seargeant Boberlina Boberson: Those poor souls... Now we can feast!

Mommy's Boy: Whose driving the boat? I hope it's Mommy!

Soldier Curly: Now the cow is laughing...It has Mad Cow Disease! Granny! Drive the boat!...What am I saying? I'll drive it! Granny...Grannygetoutoftheseatbeforeyouhurtsomeone! (Crash).

Dora the Beserker: Hey Swiper! Everyone fell overboard! We have to save them!...On second thought, let's go.

Swiper the Racoon: Bye, Granny!

Granny: AAARQU!

Snitch: The police are coming! You're in trouble, now.

Granny: AAARQU! (She flies back home).

Snitch: Run! Run like all the others!

Granny's Son: What are you doing back here!? You weren't supposed to be back for 30 years! You just lost your sleeping priveleges! Now, I'll treat you like a dog with lime disease on a hot Summer day!

Granny: AAARQU!

Granny's Son: WHAT!? You masacured the entire marines legion!? Now you lost your life priveleges!

Granny: AAARQU!

Granny's Son: You killed Josephina!? I forgive you!

The Adventures of Granny 6

Granny's Son: Granny! Get that mangy mutt off your face and get down here! Your little Granny Gang is here!

Dog: I take that offensively. I quit this job. Goodbye.

Lazy: Oh, hello Granny! How are y-...(Snore)...

Old Timer: Wake up! It's the British!

Lazy: AAH!

Old Fatty: Say, would you all like to go to that brand new Chinese restaurant in the Restaurant Mini-Mall?

Granny: AAARQU!

Old Fatty: I...I beg your pardon! I am certainly not addicted to food! I have never been overweight and never will! You and your little son of yours put together are 3 times heavier than I am! So go fly around the room or whatever you do!

Lazy: You're just jealous because you can't fly!...(Snore)...

Old Fatty: Oh! Of all the nerve! You are just jealous because you can't fly, *and* you are lazy!

Granny's Son: Hey, Teleblubbie! Get your fat off the table!

Old Timer: Get out before New Years, you talking blubber flubber!

Old Fatty: Fine! Good day! (Old Fatty slides away on her fat).

Granny's Son: Granny! Get that thing's excess fat off of the carpet before it stains!

Granny: AAARQU!

Old Timer: Great idea, Granbert. We could go to that Chinese restaurant and get some brunch, but what about the others in our Granny Gang?

Granny's Son: Granny! The fat is starting to come alive! It's crawling towards me!

Granny: AAARQU!
Old Timer: Yes, now that they are retired, they only waste their lives away, waiting for things like this.
Granny's Son: Granny! Listen to me! Go get the baker to bake this fat to a healthy condition!
Old Timer: But how will we reach them? They're across town.
Granny: AAARQU!
Old Timer: Oh, yes! The neighbor's car.
Granny's Son: It's gnawing on my leg! Get some help!
Old Timer: Let's go. Bring Lazy.
Granny's Son: No! Come back! It's chewing its way through the walls!
Granny: AAARQU! Bye!
Granny's Son: Get back here so I can hurt you!

Old Timer: The neighbors lost the car again. They should clean more often. What do we do now, Granny? (A car pulls over).
Dora the Beserker: Hey, Granny! Need a ride? I found this car in the lost and found. You must be pretty stupid to lose a car!
Old Timer: Especially an 18 wheeler like this! We'll come with you!
Dora the Beserker: I'm headed for the daycare center. I'll bring you to where you want after. Hop in.

Granny: AAARQU!
Dora the Beserker: That monkey? I picked it up at the dime store. I call it Shoes.
Shoes: Ooh, ooh, ahh, ahh! I looove bananas!
Dora the Beserker: I haven't found the off button yet. Hey, Swiper! Did you get the you-know-what for the you-know-what? Answer in Espanol!
Swiper the Racoon: Ci.
Old Timer: See what?
Swiper the Racoon: See me!
Old Timer: AAH! A racoon with a foaming mouth!...Could I keep it, Shortie?
Dora the Beserker: No!...Now, Swiper. You give me the 'thing', and run in. You be the distraction. Then, I'll run in...We're here. Go! (Swiper runs into the daycare center).
Bobby: Cute...
Swiper the Racoon: Follow me to the front of the room, children!
Junior: Okay...

Swiper the Racoon: Now!
Dora the Beserker: Let's hurt children!
Mary: Oh no. We be doomed...
Old Timer: Hey, can we have the car?
Swiper the Racoon: Sure, we don't need it anymore.

Granny: AAARQU!
Old Timer: What did you say?...Oh man! They left the stupid monkey!
Shoes: Ooh, ooh, ahh, ahh! I like bananas!
Granny: AAARQU!
Old Timer: Yes! We're finally at Oldmolds's house!
Shoes: Let's eat bananas!
Oldmold: Hey, you whipper-snappers! What you doing?...Oh! It's Granny, Old Timer, Lazy, and Boo-
Shoes: Don't say it because of those legal documents!
Oldmold: Eh, don't eat a frog in a bag!
Old Timer: That isn't even a figure of speech!
Oldmold: You're right. It's a figure of breach!
Shoes: Not the Navy!
Old Timer: So, do you want to go to the Mini-Mall with us?
Shoes: No.
Oldmold: Sure! Don't crave a grave!
Shoes: You're crazy!
Crazy: No, I am!
Old Timer: Okay. Let's go now.

Shoes: Go away, you old, senile man covered in mold!
Oldmold: What did I do?...Oh, okeh...
Granny: AAARQU!
Lazy: ...What was that?...(Snore)...
Old Timer: You're right! It's Dog! Let's get him!
Dog: Hey, Cow! You quit too? I just couldn't take the torment any longer. I mean, have you seen that thing? You should see *Granny's* Granny. It looks like-AHH! She's here!
Cow: GRANNY IS IN THE MALL! ALL CUSTOMERS EVACUATE IMMEDIATELY! (Sirens go on).
Shoes: Why is everyone leaving?
Oldmold: Is there something on your face, Granny?
Shoes: Didn't I tell you to leave?
Oldmold: Oh. Bye.

Old Fatty: Hello, Granny.
Granny: AAARQU! Hello!
Old Fatty: I brought some friends to help me prove my point. Pay no attention to the pillows clenched in their fists with your faces on them, even though they are pummeling them senselessly. Meet Puff Fatty & Fatt Matt. Now who is the fat one?
Shoes: You are!
Old Fatty: No, fool! Granny is!
Retard the Bard: Oh, The fat one meets the Granny and they have a war with words, like two dumb, tiny, blind birds. The Lazy one knows not what to do, for it is lazy and cannot moooove!
Shoes: That was the worst song that I ever heard!
Old Timer: That's worse than Rappa Frank's music!
Rappa Frank: Thank you very much, for some rust! I like to scream, I seem to eat a bean! I need to rap, then like Lazy, take a nap! All day long, I sing this song, and-
Shoes: Making rap music, will starve before long (Rim shot)! You two get out of here!
Retard the Bard: And in the cartoon you were so nice...
Rappa Frank: He even had lice! Yo...Yo...Even mice!
Granny: AAARQU!
Old Fatty: You're sorry? Good!
Old Timer: No, she said that you were the last person to see on Earth because of your rudeness.
Shoes: AHH! The fat is coming alive! It's eating me! A*bluhblubbla! I'm drowning!*
Lazy: ...Duh...Ahh! Let's get out of here! The fat is expanding! It's pushing out the walls! Once I finish my 14th nap of the day, let's go...
Puff Fatty: Get away from me, atomic fat!
Fatt Matt: Help!
Old Fatty: It's growing! Help! My smallest arteries are four inches in circumference now!
Granny: AAARQU!
Old Timer: Good idea! We can burn all the fat and sell it saying it's from McDonaldz!
Puff Fatty: That's as close to a law-suit as Iv'e ever seen!
Fatt Matt Good thing we aren't national!
Old Fatty: No! My fat is too healthy for McDonaldz. We have to say it's from the Dutchess!
Old Timer: That's a better idea. Bye, Old Fatty!
Old Fatty: Bye-Bye! Have a nice day. I'll see you soon!...THE PAIN!

Old Timer: This thing will burn for weeks because of all the grease...Let's leave it for the buzzards!
Granny: AAARQU! Okeh!
Rappa Frank: Buzz da buzzard, yo!
Shoes: Rappers...

The Adventures of Granny 7

Granny's Son: Granny! Want to visit your little friend, Dora the Beserker today!?
Granny: AAARQU!
Granny's Son: We're going to have to go *through* the house. Then *over* the hill. Then, we get to the Mick Junior Studio!
Granny's Son: Granny, what do you do when we don't know where to go!?
Granny: AAARQU!
Granny's Son: What do you mean 'Go in a straight line because that's always where to go'!? You're supposed to use the Compass!
Compass: Aye, if there's a place you gotta get to, I can...get you there. I'm the compass...Yea! To get to the Mick Junior studio, you have to go *through* the house. Then-
Granny's Son: What are you reciting, <u>Barron's Profiles of American Colleges</u>!? All we want to do is go to the studio! What were your parents, Strategists!?
Compass: Leave me parents out of this, Sonny! I'll take you on!
Granny's Son: That's it! You're going back in the Bag!
Granny: AAARQU!
Granny's Son: You're right, I should get rid of that talking menace too...You're alive for now! Now, Granny, Let's just take a taxi!

Granny's Son: Okay, we're here! How do we...NO! We have to go through the Jazz's Clues studio!
Bag: Hey! I know how to ta-
Granny's Son: Save it for the camera! Well...Let's go!
Compass: This place sure does have a lot of fungi growing in it. Reminds me of Scotland!
Bag: There sure are a lot of shady peop-
Granny's Son: What did we just talk about!?
Bum: Hey, kid...Want a banana? First one's free.
Granny: AAARQU!

Granny's Son: GRANNY! Didn't I teach you to say no to bananas! They cause lung cancer!
Granny: AAARQU!
Bag: What do you exactly do with ban-
Compass: Why don't yeshut ye talker for a while!
Bag: :(
Bum: Hey, kid...I have pizza...Get in the car.
Granny's Son: I hate pizza!
Bum: Then, I have Candy...
Bag: Oh boy! I love candy!
Bum: See ya!
Granny's Son: Bag was just kidnapped in the Mick Junior vacinity!
Compass: I always knew this place was just a heap of losers!
Bum: This Bag can talk! Take it back! They scare me!
Jazz: Woof!
Stevie: No, Jazz! Down! BAD! Granny! Help me! Jazz is trying to eat me!
Granny: AAARQU!
Stevie: What did she say?
Granny's Son: She said that your name is too close to copy-right infringement, so she'll have to leave you to your doom! Ha Ha!
Stevie: NO! AAAHHHHHH!
Granny's Son: Hi, Dora!
Dora the Beserker: Hi! Have you seen Stevie?
Granny's Son: No!
Dora Beserker: Okeh! We're about to start the show!
Granny's Son: I thought that you hated all children! Why are you teaching them!?
Dora the Beserker: I'm not teaching them. I'm telling them to do stupid things. They will want to go to the 'live performances', which are all around the country. They can't tell what shows are good or bad. They will sing thoses idiotic things all day, and their parents will get sick of it, and let them go to the performances all alone. Then, I have an early Christmas treat, a treat that made me wanted in 49 states.
Granny's Son: What about the 50th!?
Dora the Beserker: No one lives in Wyoming.
Granny's Son: Oh!
Director Dan: You're on in 3...2...!
Dora the Beserker: Hi. My name is Dora. Today, I have some special friends on. Meet Granny and Granny's Son!

Unknown: Hic! Boom! Ohh!
Dora the Beserker: What was that, Shoes?
Shoes: It sounded like a Drunk hitting a Weakling if you ask me!
Granny's Son: You still have that menace with you!? That thing is a monster!
Shoes: Ooh ooh, ahh ahh! I looove bananas!
Dora the Beserker: They cause lung cancer.
Shoes: Oh well! You can't tell me what to do! I'm not a robot!
Dora the Beserker: Okeh...Well, let's meet the Drunk and the Weakling!
Shoes: But Dora, I don't know how to get to the Drunk!
Silly Wabbit: Tricks are for kids!
Shoes: Oh! You mean we have to use the Compass!
Silly Wabbit: No. I mean, tricks are for kids! Bye!
Compass: I'm the Compass! Yea!...To get to the Drunk, you have to go *through* the river and *through* the forest to get to the Drunk! Say it with me! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! River, forest, Drunk! Yea!
Dora the Beserker: So, we have to go *through* the r-
Granny's Son: We heard it enough! Let's just go!
Dora the Beserker: Hey! We are at the river!
Granny's Son: Duh! The place you need to get to is always a second away!
Dora the Beserker: Uh-oh! How do we get across the river?
Shoes: I don't know, Dora!
Dora the Beserker: That's right! We have to dance the Silly Piggy Dance!
Granny's Son: Okeh, how do you-WHAT!? How do you possibly get across a raging river by dancing!? And when did this dance come up in the episode!?
Dora the Beserker: Stand up, please!
Shoes: Up, up!
Dora the Beserker: Stand up, please!
Shoes: Up, up!
Dora the Beserker: Stand up, please!
Shoes: Up, up!
Dora the Beserker: Stand up, please!

Shoes: Up, up!
Dora the Beserker: Stand up, please!
Shoes: Up, up!
Granny's Son: How many times do you have to say it!?
Dora the Beserker: Now, swing your arms from side to side! Then, jump up and down, while saying 'Oink'!
Shoes: Dora! The dance isn't working!
Dora the Beserker: We have to swim harder!
Granny's Son: WHAT!? We aren't even swimming!
Dora the Beserker: Jump! We made it!
Shoes: Where do we go now!?
Dora the Beserker: We go to the forest! Sing it with us! River! Forest! Drunk!
Shoes: Yea! We're here!
Granny's Son: Why does nothing make any sense here!?
Granny: AAARQU!
Granny's Son: Oh...
Dora the Beserker: Oh, no! Big Blue Rooster is in the way of the forest!
Granny's Son: We can go around it! It's made up of 10 trees! It's really a cluster of trees in a never-ending meadow!
Dora the Beserker: You have to say 'Bag' to get the shotgun from it!
Bag: Bag, Bag! Bag, Bag! I've got things, yea! Dora needs the shotgun! Do you see the shotgun?...Is this the shotgun?...No! This is the handgun!...Is this the shotgun?...No! It's the AK-47!...Is this the shotgun?...No! It's the M-16!...Is this the shotgun?...No! It's the rifle!...Is this the shotgun?...No! It's the rocket launcher!...Is this the shotgun?...No! It's the musket!...Is this the shotgun?...Yes! We found the shotgun!
Dora the Beserker: Die, Rooster! (BAM).
Big Blue Rooster: PICKAW!
Shoes: Let's eat!
Dora the Beserker: No, Shoes! We need to see who the Drunk is! Let's go through the forest!
Swiper the Racoon: Dora the Beserker! I am going to swipe your stuff!
Dora the Beserker: Is someone there?...Swiper?...Where?
Swiper the Racoon: I am 32 degrees South-east of you! OVER HERE!
Dora the Beserker: You see Swiper?...Where?...Right behind us?...Oh, no! To stop Swiper-

Granny's Son: Let me guess, you say something stupid like 'Swiper no swiping!'!

Dora the Beserker: -, we have to kill it with the shotgun! (BAM).

Swiper the Racoon: Oh-man! AHH!

Shoes: Dora! I'm out of bananas! We need to search the forest for them, because I looove bananas!

Granny's Son: I already told you! Bananas cause lung cancer!

Shoes: Oh, no! I have lung cancer, now! We have to find Tico the Chipmunk so he can drive us the the hospital!

Dora the Beserker: No, Shoes! We need to find the Drunk first!

Granny: AAARQU!

Dora the Beserker: You see bananas? Where?

Granny: AAARQU!

Dora the Beserker: Right behing me? Let's shoot them!

Shoes: N o o o o o o o o o o o o o! (BAM).

Dora the Beserker: I just killed Shoes by accident! Oh, no!...I mean, yea! Now I don't have to pay the hospital bill!

Granny's Son: Granny! Stop eating that monkey's carcus! It has cancer!

Dora the Beserker: Now, we went *through* the river *and* the forest! Now we go to the Drunk!

Granny's Son: We're here! We only walked 50 feet! You do not-need-a-compass!

Dora the Beserker: The Drunk is....................................Lenny the Cow! who is Lenny beating up?...................................Tico the Chipmunk! Stop, Lenny! To stop Lenny, we have to say 'Swiper no Swiping'!

Granny's Son: There's the Swiper no Swiping thing, like I said there woul-WHAT!? What will that do!?

Dora the Beserker: Let's just kill Lenny instead! (BAM).

Tico the Chipmunk: Tre Ya Ravoir Llan Yar!

Granny's Son: That's not even Spanish!

Dora the Beserker: It sounds French, but he's not surrendering, so it can't be...Let's kill it! (BAM).

Granny's Son: Who's that over there!?

"Smith": I'm placing you under arrest, Dora the Beserker.

Dora the Beserker: Why!?

"Smith": You have the posession of 6 guns, and you murdered 4 animals.

Dora the Beserker: Oh-man!

Swiper the Racoon: Hey! That's my line!

Granny's Son: I thought you were dead!
Swiper the Racoon: I am? Oh-man!

The Adventures of Granny 8

Granny's Son: Hey, Granny, today do you want to test that time machine that hobo on the street sold us!?
Granny: AAARQU!
Granny's Son: Okeh!

Grannys Son: Get inside!
Granny: No! AAARQU!
Granny's Son: Don't you talk to me that way!
Granny: No! AAARQU!
Granny's Son: I know I am, but what are you!?
Granny: AAARQU!
Granny's Son: Just get into the time machine!
Granny: AAARQU!
Granny's Son: I'm pressing the overpriced buttons! It's broken!
Granny: AAARQU!
Granny's Son: You're right! It could be Granny powered! Push the button with your 9th toe on your 3rd foot on your 7th leg!...It worked! Get inside!

Granny's Son: Where are we!?
Paul McCartney: Who are you? And who's the deformed one?
Granny's Son: Paul McCartney!?
John Lennon: I keep telling you, I feel like I'll marry someone called Oko Ono, and everyone will say that she's a monkey!
Granny's Son: John Lennon!?
George Harrison: I feel like I'll die after the millenium because of cancer...Maybe I should stop taking drugs...
Granny's Son: George Harrison!?
Pete Best: What do you think will happen to me?
Granny's Son: Nobody ever knew what happened to him...Granny!
Granny: AAARQU! (BAM).
Granny's Son: You just killed Pete Best!
Granny: AAARRQU! No one'll miss him! AAARQU!
Paul McCartney: You killed Pete Best! Where will we find a drummer for tonight's concert!?

Richard Starkey: I heard you needed a replacement!
Granny's Son: Richard Starkey!?
Paul McCartney: Is that his name? Well-
Granny: AAARQU!
Paul McCartney: You're perfect!
Ringo: Really!? I'll call myself Ringo Starr!
Paul McCartney: Not You! The Granny!
Ringo: Oh...
Granny's Son: NO! Granny doesn't even know how to talk correctly!
Paul McCartney: Oh...Fine! We'll take the short, big-nosed, terrible singing voice, Thomas-the-Choo-Choo-Train-Grandpa-Voice-Later-in-Life...Guy...
John Lennon: I'm gonna die first!
George Harrison: I will!
John Lennon: Bring it on!
George Harrison: If I kill you, you win, and vice versa...
John Lennon: Oh...
Director Dan: You're on in 3...2...1...Go!
Paul McCartney: We're late! How do we get to the stage in time?
Granny's Son: Get on Granny! She flies!
Paul McCartney: ...Right...

Director Dan: And now, the Beagles...
Crickets: Chirp...Chirp...Chirp...
Granny's Son: Psst! Change their name to the Beatles!
Director Dan: The Beatles!
Magical Crowd Who appears out of no-where: Yay!
Director Dan: Wow! They never had an audience appear out of no where before!...Am I getting the ticket money!?
Granny: AAARQU! (BAM). (BAM). (BAM). (BAM).
Granny's Son: You just killed the Beatles!
Granny: AAARQU!
Granny's Son: 'You kill every bug you see'!? What kind of philosophy is that!?
Granny: Granny's! AAARQU!
Director Dan: It talks! RUN!
Crowd: Ahh!
Granny's Son: We're going back to the Granny age! (WWWAAARRRPPP!!!)

Granny's Son: So, how did you like the sixties!?

Granny: AAARQU!

Granny's Son: Don't worry! We're only in jail for 75 more years!...Don't you hate old crusty eye-wittnesses!?...Why did the police man convention have to be there, too!?

Granny: AAARQU!

Granny's Son: We were charged for murdering *4* people. No one cares about Pete Best.

Miscellaneous?

"Granny Learns to spell"

Granny's gonna learn how to write,
She's gonna write,
She's gonna write.
We are gonna teach her right,
Teach her right,
Teach her right.
Or else we'll give her bike a flat tire,
Bike a flat tire,

Bike a flat tire.
Iiif that doesn't work,
Doesn't work,
Doesn't work.
We will light her bike on fire,
Bike on fire,
Bike on fire.
So Granny better learn how to write,
Learn how to write,
Granny: Learn how to *write.*

~Granny throws her cane and does the Giraffe Dance.

~Granny rips off her dress and goes to the front of the line for the Granny Rap.

-Subject:
Tells who or what the sentence is about. Subject, **subject.**
-Predicate:
Tells what the subject does or is. Predicate, **predicate.**
-Sentence Fragment:
Is not a complete'a thought. Sentence, **fragment.**
-Run-On Sentence:
Is two or more sentences written as one. Run-on, **sentence.**

Granny! These are 4 different types of sentences:
-Declarative:
Tells or states somethin' using a period at the end.
Granny's shades are black.
-Exclamatory:
Expresses feeling using an exlamation point at the end.
~Hit your head.

Oow, my head!
-Interrogative:
Asks a question using a question mark at the end.
Could you slide me some bread, Jive turkey?
-Imperative:
Requests or orders using a period at the end.
~Someone pretends to bat someone else.
Hold it right there (holding a badge) . Stick your hands up, Bub.

~Granny gets suit back on and picks up the cane.

The importance of a sentence is the fact the we have the perennial ability to communicate amongst ourselves. Without sentences, the world would have billions of neandrathals even dumber than the gorillas in 2001: A Space Odyssey before the monolith was planted by the extra terrestrials. With sentences, we can

buy items from places, talk on our 1970's cellphone, and even read this right now!

~Breathes loudly and falls over.

~Granny holds the cane up using both hands, says,"I'll get you whipper-snappers someday," and makes a macaronic face.

Oh no! Granny's back!

~Brian & Dan G. run away.

~Granny throws her cane and trips over it when chasing Brian & Dan G.

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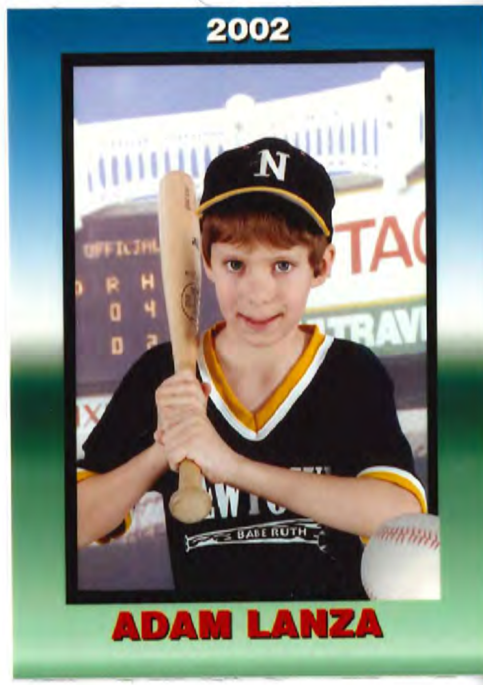
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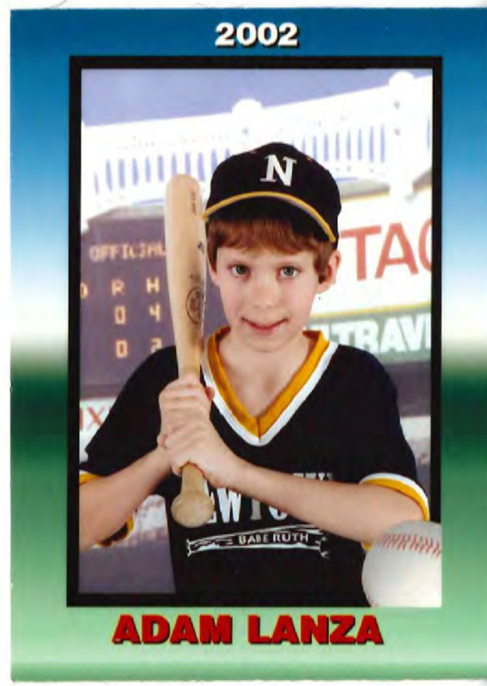
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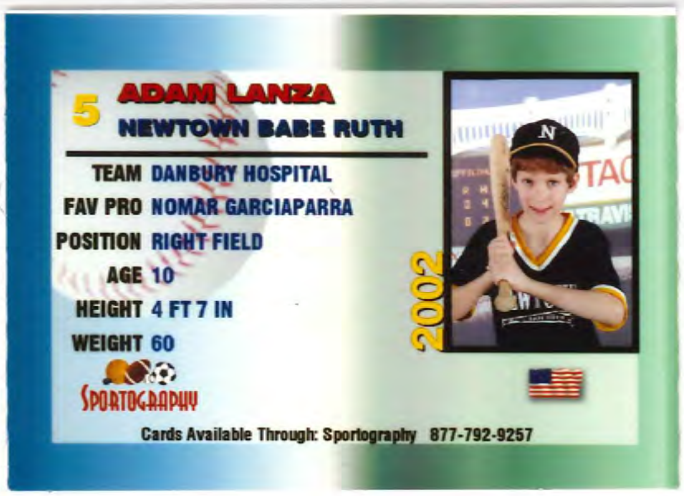
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TEAM DANBURY HOSPITAL
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POSITION RIGHT FIELD
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HEIGHT 4 FT 7 IN
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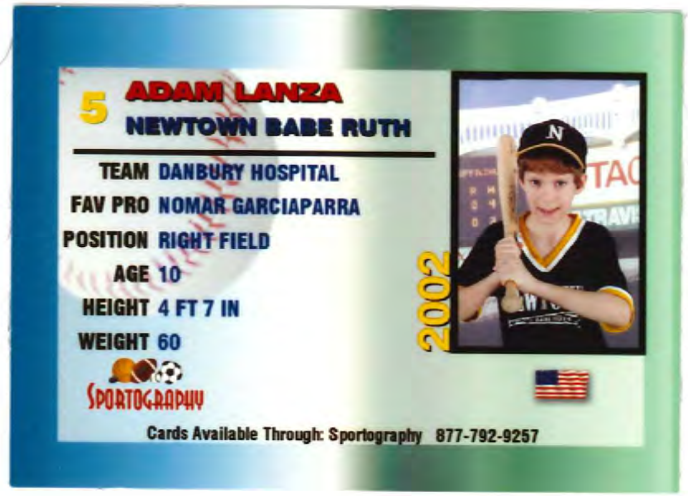
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ADAM LANZA
NEWTOWN BABE RUTH
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POSITION RIGHT FIELD
AGE 10
HEIGHT 4 FT 7 IN
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NEWTOWN BABE RUTH
TEAM DANBURY HOSPITAL
FAV PRO NOMAR GARCIAPARRA
POSITION RIGHT FIELD
AGE 10
HEIGHT 4 FT 7 IN
WEIGHT 60
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6
NEWTOWN BABE RUTH
TEAM TAUNTON PRESS
POSITION OUTFIELD
AGE 9
HEIGHT 4 FT 6 IN
WEIGHT 57
THROWS RIGHT
BATS RIGHT
FAV PRO
Cards Available Through:
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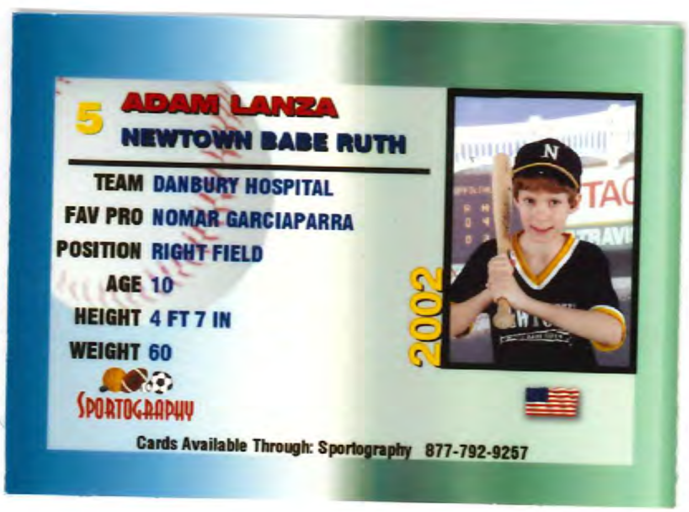
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ADAM LANZA
NEWTOWN BABE RUTH
TEAM DANBURY HOSPITAL
FAV PRO NOMAR GARCIAPARRA
POSITION RIGHT FIELD
AGE 10
HEIGHT 4 FT 7 IN
WEIGHT 60
2002
SPORTOGRAPHY
Cards Available Through: Sportography 877-792-9257

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BABE RUTH

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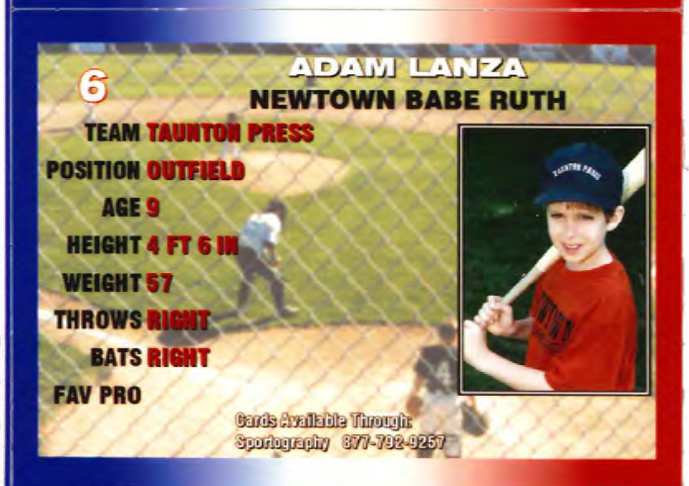
Scan# 2142 Job# 427374g Template: Sprtgrphy Baseball 2F 4B No Co 300



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Job# 4273749

Scan# 2142

SPORTOGRAPHY

Photographing Tomorrow's Stars

72 Gray's Bridge Road #5, Brookfield, CT 06804
(203) 740-7776 / Fax: (203) 740-7095

NAME: ADAM LANZA
JOB: 427374g
SEQUENCE: 2142
PHOTOGRAPHER: GPA 46

ROLL: 23	FRAME:	4 A
	LEAGUE:	NEWTOWN BABE RUTH
	TEAM:	46 = TAUNTON PRESS
	COACH:	DAVENPORT
	DIVISION:	MINOR

QTY:	ITEM:	DESCRIPTION:
1	D	Super Value Plan
1	F	Add-On
1	40	League Buy Magnet
1	D	5xg,5xi,MT,6-wal,mgn
1	F	DTC
1	40	mgn

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2 8x10

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PHOTOGRAPHY

197000 489 77 0 19 21 0 0 0 0 2000 SP

Portrait Memories by:

Lanza, Adam
GR: 02 RM: PD: RT:
Sandy Hook Elementary
TAB #: 54098 PKG: 5
TEACHER: Macinnes
BK:

REORDER NO: 26597 R930 F100

TA- 371

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robertTaylor
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EMPLOYEE

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SANDY HOOK SCHOOL
MISS HART & MRS. SPINA - GRADE 4

2001 2002

PERIOD: 005 HOME RM: DATA# 0458T
GRADE: 005 TCHR: HART 119
PACKAGE: E
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family's precious memories.

LANZA, ADAM
Job# EJ0625B3H0
Reorder# H0-1402

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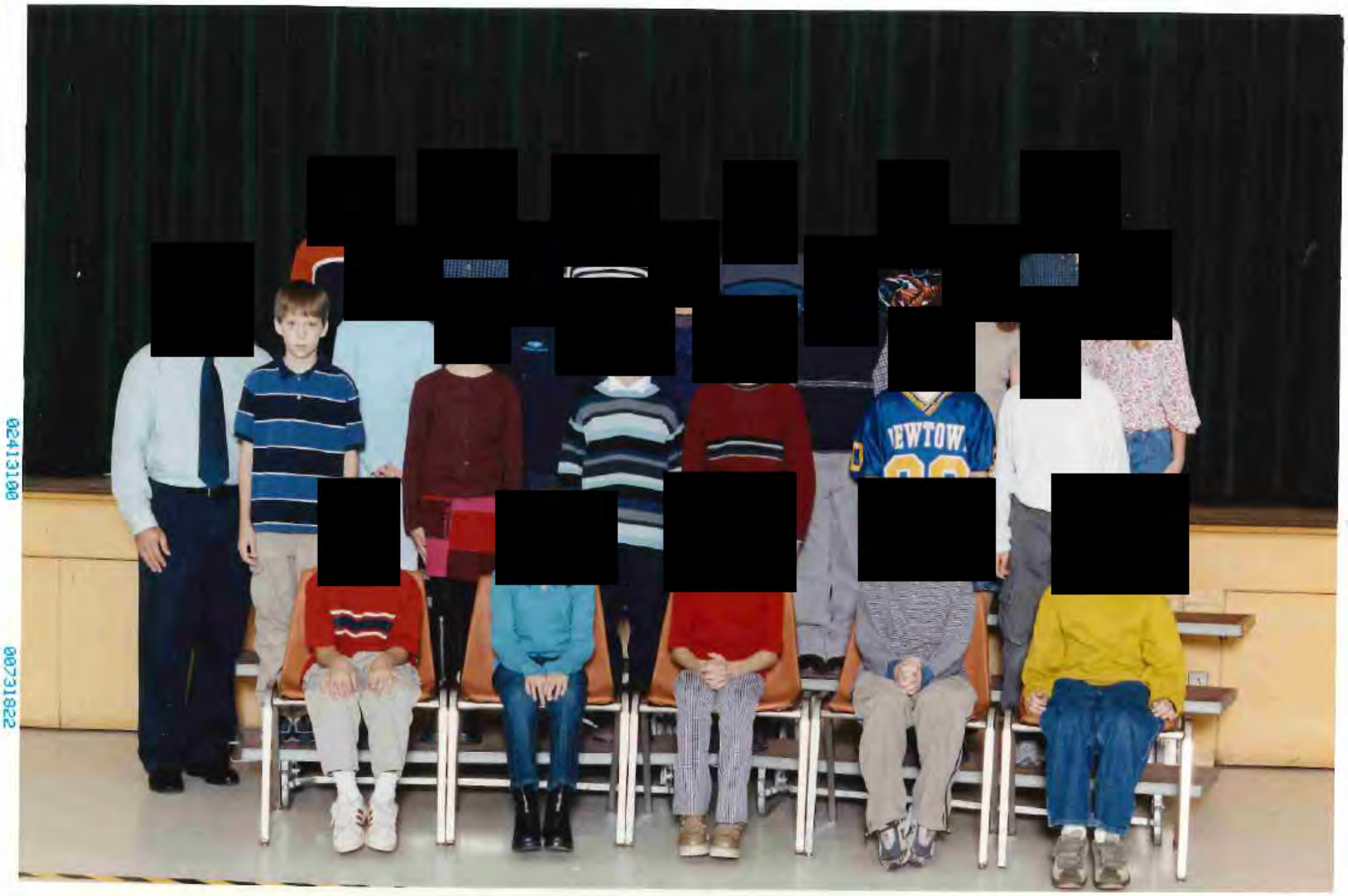

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SANDY HOOK ELEMENTARY SCHOOL

2002

MRS. PAGE', PRINCIPAL
MR. SICBALDI - GRADE 5

2003

NEWTOWN PUBLIC SCHOOLS 1705 CONN.

Our Mission: All children can and will learn well.
SANDY HOOK ELEMENTARY SCHOOL
Dickinson Drive
Sandy Hook, Connecticut 06482

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Peter and Nancy Lanza
36 Yogananda St
Sandy Hook CT 06482

06482-1563 28

NEWTOWN HIGH SCHOOL
12 BERKSHIRE ROAD
SANDY HOOK, CT 06482

OFFICIAL TRANSCRIPT

ADAM LANZA

NEW
12 B
SAND . 06482

OFFICIAL TRANSCRIPT

ADAM LANZA

Student Name Lanza, Adam		
Student ID 10020012	Grade 11	Gender M
Birth Place **Exeter, NH**	Date Of Birth 04/22/92	
Parent Guardian **Ms. Nancy Lanza** 36 Yogananda St Sandy Hook, CT 06482 203-426-8167		

Enter Date: **08/01/06**
Graduated: 06/25/09
Class Of: 2009

School Name/Address
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482
Tel: 203-426-7646 Fax: 426-6573
Counselor: **Tolson, Jeff**

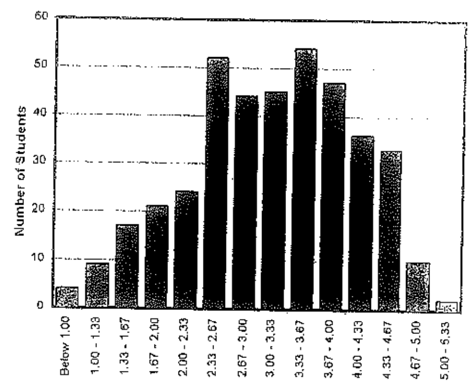
Crs ID	Course Title	Mark	Credit
Grd 09 7/2007			
1011	CPA ENGLISH I	94	1.000
2011	CPA WESTERN STDY 1	89	0.500
2021	CPA WESTERN STDY 2	89	0.500
3062	HON INT MATH II	96	1.000
4051	CPA EARTH SCIENCE	85	1.000
4172	HON CHEMISTRY	88	1.000
5111	CPA LATIN I	96	1.000
6140	COMP APPL	96	0.500
9009	PE/HEALTH 9TH	87	0.500
Crd Att: 7.000 Cmp: 7.000			
Newtown High School Grd 10 6/2008 Sandy Hook, CT			
1032	HON ENGLISH II	87	1.000
3082	HON INT MATH III	88	1.000
4373	AP PHYSICS B	P	0.500
4393	AP CHEMISTRY	P	0.500
5122	HON LATIN II	89	1.000
6771	COMPUTER REP HW	93	0.500
6772	COMPUTER REP OS	95	0.500
8246	VOCATIONAL EXP	P	0.500
9010	PE/HEALTH 10TH	P	0.500
Crd Att: 6.000 Cmp: 6.000			
Grd 11 1/2009			
EXEL	PHILOSOPHY	P	0.500
EXEL	PHILOSOPHY	P	0.500
EXEL	COMPUTER SCIENCE	P	0.500
EXEL	COMPUTER SCIENCE	P	0.500
EXEL	VISUAL BASIC	P	0.500
EXEL	VISUAL BASIC	P	0.500
EXEL	PE	P	0.500
EXEN	AMER LIT	P	0.500
EXEN	AMER LIT	P	0.500
EXEN	SENIOR ENGLISH	P	0.500
EXEN	SENIOR ENGLISH	P	0.500
EXSS	US HISTORY	P	0.500
EXSS	USHISTORY	P	0.500
EXSS	ECONOMICS	P	0.500
EXWL	GERMAN I	P	0.500
EXWL	GERMAN I	P	0.500
Crd Att: 8.000 Cmp: 8.000			

GPA Summary

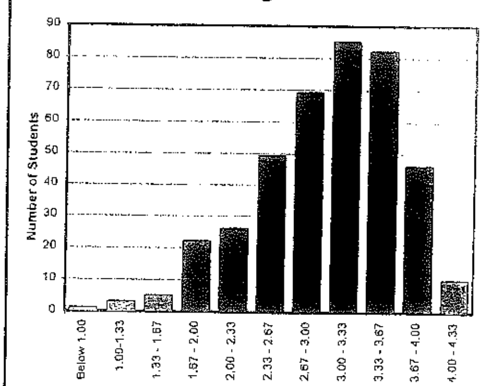
Weighted GPA:	3.964
Unweighted GPA:	3.574
NGA:	90.857

Class of 2009
8th Semester GPAs

Weighted



Unweighted



A 90 - 100 B 80 - 89 C 70 - 79 D 65 - 69 F below 65

L=Att. Penalty/No Cr. F=Failure/No Cr. A=Audit C=Cr. Only G=GPA Only

Comments:
AWARDS AND HONORS

National Latin Award - Summa Cum Laude,
June, 2008

Transcript is unofficial unless signed by a school official
Guidance Counselor

Cathy Ostar Date: 09/15/09
Director of Guidance 6/25/10

Student Name		
Lanza, Adam		
Student ID 10020012	Grade 11	Gender M
Birth Place **Exeter, NH**	Date Of Birth 04/22/92	
Parent Guardian **Ms. Nancy Lanza** 36 Yogananda St Sandy Hook, CT 06482 203-426-8167		

Enter Date: 08/01/06
Graduated: 06/25/09
Class Of: 2009

School Name/Address
Newtown High School
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Sandy Hook, CT 06482
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EXEL	VISUAL BASIC	P	0.500
EXEL	PE	P	0.500
EXEN	AMER LIT	P	0.500
EXEN	AMER LIT	P	0.500
EXEN	SENIOR ENGLISH	P	0.500
EXEN	SENIOR ENGLISH	P	0.500
EXSS	US HISTORY	P	0.500
EXSS	USHISTORY	P	0.500
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Crd Att: 8.000 Cmp: 8.000			

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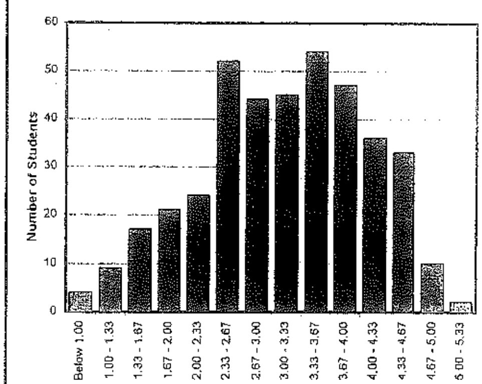
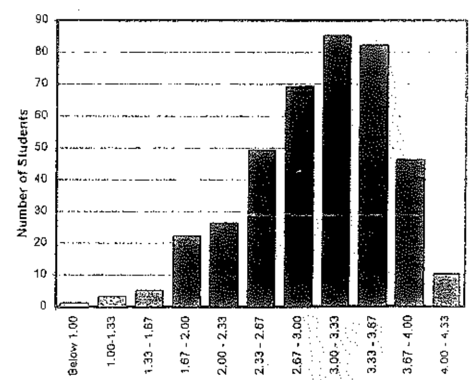
Class of 2009
8th Semester GPAs

Weighted



Unweighted



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Comments:
AWARDS AND HONORS

National Latin Award - Summa Cum Laude, June, 2008

Transcript is unofficial unless signed by a school official
Guidance Counselor

Cathy Ostar

Director of Guidance

Date: 09/15/09

–	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: Newtown High School   Age: 16   Current Grade: 11   High School Credits: 11.5   Gender: M

Home School: ____   Specify: ____   Race Ethnicity: W

School Next Year: High School   Home School: yes   Specify: ____   If your school district does not have its own high school, is the student attending his/her designated high school? ____

ID Number: 4540585068   Case Manager: Special Ed Teacher

Student Address: 36 Yogananda St., Sandy Hook, CT 06482   Student Instructional Language: English

Parent/Guardian (Name): Ms. Nancy Lanza   Home Dominant Language: English

Parent/Guardian (Address): 36 Yogananda St., Sandy Hook, CT 06482   Student Home Phone: 203-426-8167   Parent Home Phone: 203-426-8167

Surrogate: Father - Peter Lanza   Parent Work Phone: 203-357-3684   Misc Phone: ____

Surrogate Address: 120 Morgan St. Unit 405, Stamford, CT 06905   Most Recent Eval Date: 01/08/2007   Next Reeval Date: 01/08/2010

Reason for Meeting:

- ☐ Review Referral
- ☐ Plan Eval/Reeval
- ☐ Review Eval/Reeval
- ☐ Determine Eligibility
- ☐ Develop IEP
- ☐ Review or Revise IEP
- ☒ Conduct Annual Review
- ☐ Transition Planning
- ☐ Manifestation Determination
- ☐ Other...

Primary Disability: Other Health Impairment

The next projected PPT meeting date is: 05/28/2008

Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services): yes

Is this an amendment to an IEP? no

If yes, what is the date of the IEP being amended? ____

Amendments attached: no

Team Members Present (required)

AdminDesignee	Sherry Earle, Ph.D.	Spec Educ Teacher	Buni Kovacs	OT	
Parent Guardian	Ms. Nancy Lanza	School Psych		PT	
Parent Guardian		Social Work		Agency	
Surrogate Parent		Speech Lang		Other	Chris Canfield, Science Chair
Student		Guidance	Jeff Tolson	Other	Rory Perry, English
Student's Reg Ed Teacher	Karen Sherman, Math Chair	Nurse		Other	Jan Calabro, Supervisor of SPED

Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

List of PPT Recommendations

Adam will receive 10 hours of tutoring a week.
Adam will attend a shortened school day, pending his doctor's approval
Team requested on updated release of information with Dr. Fox.
Department Chair will contact Dr. Fox for a written update on treatment plan and needs.

Planning and Placement Team Meeting Summary

Ms. Lanza reported that Adam is currently successfully (GPA of 3.83) taking courses at Western Connecticut State University (WCSU). To complete work for high school credit in English, Adam will read Of Mice and Men and/or a book picked by Mr. Perry in consultation with Ms. Lanza. Adam will receive a pass and .5 credit for Honors Chemistry. PE will continue to be completed independently through journaling. To graduate, Adam needs 2 credits in English, a credit of US History, a credit of Government /Economics and a credit of math. Adam will be granted a credit of math if he submits evidence of successful completion (B grade) of Pre-calculus taken through WCSU. Adam will take US History, Government/Economics and two English courses through tutoring and submitting assignments from his college courses the NHS deems equivalent and necessary for such credits. While NHS will consider granting Adam high school credit for submitting college assignments, the school district will not support funding the family's unilateral decision to enroll Adam in college.

Last Name	First Name	Birth Date	School District	Meeting Date
Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008

Actions Proposed	Reasons for Proposed Actions	Evaluation procedures, assessments, records, or reports used as a basis for the actions proposed
Implement IEP of 9/10/08 that includes a shortened school day and 10 hours of tutoring.	☒ Educational performance supports proposed actions ☐ Evaluation results support proposed actions ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met exit criteria ☐ Other ____	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☒ Report Cards 9/10/2008 ☒ Review of Records 9/10/2008 ☐ Social Emotional Behavior ☒ Teacher 9/10/2008 ☐ Other ____

Actions Refused	Reasons for Refused Actions	Evaluation procedures, assessments, records, or reports used as a basis for the refusal
	☐ Educational performance support refusal ☐ Evaluation results support refusal ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other ____	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Report Cards ☐ Review of Records ☐ Social Emotional Behavior ☐ Teacher ☐ Other ____

Options considered rejected

☐ Full-time placment in general education with supplementary aids and services ☒ No other options considered and rejected ☐ Other... ____

Rationale for rejecting other options

☐ Options would not provide student with an appropriate program in the least restrictive envrionment ☐ Other... ____

Other factors that are relevant to this action

☐ There are no other factors that are relevant to this PPT decision ☒ Information/concerns shared by parents ☐ Information/preferences shared by student ☐ Other... ____

Exit information

☐ Date of exit from Special Education__ ☐ Returning to general education ☐ Reason for exiting Special Education__

Date these actions will be implemented (Minimum five school days from date parent received prior written notice) 09/17/2008

Parents please note: Under the procedural safeguards of IDEA,a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections is enclosed with this document A copy of Procedural Safeguards in Special Education is available on school district website : http://www.newtown.k12.ct.us. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: www.state.ct.us/sde/deps/special/index.htm

Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, parent/student reports, curriculum based and standardized assessments, observation, including CMT and CAPT results and student samples).

Parent and Student Input and Concerns

Ms. Lanza reports that Adam's ability to attend high school is negatively and significantly impacted by his acute anxiety. Adam functions better when his class work is concentrated into single time blocks as they are in a college setting.

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Academic Cognitive Language Arts Age appropriate	Current GPA at WSCU is 3.89		
Academic Cognitive Math Age appropriate			
Other Academic Cognitive Nonacademic Age appropriate	Computer Lieracy		

Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Behavioral/Social/Emotional Adam has a high level of anxiety, OCD concerns and sensory issues identified by Dr. Fox (letter 11/05)		Adam's ability to function during the school day is negatively impacted by his anxiety, compulsions and sensory issues.	Academic, elective and extracurricular activities need to be modified to reduce stressors so Adam can participate in the educational experience at school.
Communication Adam's communication is not "socially sensitive". He is very literal (WICS-IV Comprehension Scaled Score 7) 12/06		Difficulty with common sense reasoning, ability to address social concerns, and literal understanding interfere with Adam's communication.	Communication difficulties impact comprehension and self-advocacy to the degree that Adam needs services not typically offered in a mainstream classroom.
Vocational and Transition age appropriate			
Health and Development			
Fine and Gross Motor			
Activities of Daily Living age appropriate			
Other			

Lahza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

TRANSITION PLANNING

1. ☐ **Not Applicable. Student has not reached the age of 15 and transition planning is not required or appropriate at this time.**
2. ☒ **This is the first IEP to be in effect following the child's 15th birthday (or younger if appropriate and transition planning is required).**

3. Student Preferences/Interests-document the following:

a) Was the student invited to attend his/her Planning and Placement Team (PPT) meeting? yes
b) Did the student attend? no
c) How were the student's preferences/interests, as the relate to planning for Transition Services determined?
☐ Age appropriate informal/formal assessment ☐ Comments at Meeting ☒ Other...
☐ Personal Interviews ☐ Functional Vocational Evaluations

d) Summarize student preferences/interests as they relate to planning for Transition Services: Adam plans to attend college and pursue a career related to computers

4. Anticipated Post Secondary Outcomes: (Check all that apply)
☒ Post-Secondary Education ☐ Vocational Education ☐ Integrated Employment ☐ Adult Services ☐ Independent Living or Community Participation

5. Agency Participation: ☐ NA
a) Were any outside agencies invited to attend the PPT meeting? (If no, specify reason)
b) If yes, did the agency's representative attend?
c) Has any participating agency agreed to provide or pay for services/linkages? (If yes, specify reason)

6. Summary of the Transition Services recommended in this IEP and setting(s) where these services will be provided (Complete the items below that apply)

a) ☐ An Employment/Post secondary goal and related objectives will be developed and implemented in the following setting(s): ☐ NA
☒ School Based Instruction/Activities ☐ Community Based Instruction/Activities

b) ☐ An Independent Living Goal and related objectives will be developed and implemented in the following setting(s):
☒ School Based Instruction/Activities ☐ Community Based Instruction/Activities

c) ☐ A Community Participation Goal and related objectives will be developed and implemented in the following setting(s):
☒ School Based Instruction/Activities ☐ Community Based Instruction/Activities

7. If the student has transition goals and related objectives, respond to the following: ☐ NA
a) The course of student needed to assist the child in reaching the transition goals and related objectives will include: (e.g. Student will be enrolled in college prep courses/student will participate in career awareness exploration classes):
Enroll in classes that prepare Adam for post-secondary education
b) The related services needed to assist the child in reaching the transition goals and related objectives will include:

c) The assistive technology devices and/or services needed to assist the child in reaching the transition goals and related objectives will include:

8. At least one year prior to reaching age of 18, the student must be informed of their rights under IDEA which will transfer at age 18.

9. For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before : (specify date)

Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

Program Accommodations and Modifications-INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable child: -To advance appropriately toward attaining his/her annual goals -To be involved in and make progress in the general education curriculum -To participate in extracurricular and other nonacademic activities, and -To be educated and participate with other children with and without disabilities Accommodations may include Assistive Technology Devices and Services	Sites/Activities Where Required and Duration
Materials Books Equipment alternative texts as appropriate for Adam's unique learning needs	in all classes
Tests Quizzes Assessments	
Grading	
Organization	
Environment Clean and free of distraction, minimize sensory distractions, i.e., visual, auditory, olfactory, kinesthetic. Provide generous personal space. Cleaning materials readily available. Limit uncontrolled informal personal interactions. Inform school administration of Adam's aversive response to emergency drills.	in all classes
Behavioral Interventions and Support Conversations should be subject oriented, rather than personal	in all classes
Instructional Strategies Minimizing metaphors, symbolism, and interpretation-open ended questions. Prepare Adam for changes	in all classes
Other accommodations	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required) , frequency and duration

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include:

Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

STATE AND DISTRICT TESTING AND ACCOMMODATIONS

The CMT/CAPT section or Districtwide section must be completed

CMT/CAPT-IDENTIFY THE GRADE OF THE STUDENT WHEN THE TEST IS SCHEDULED

CMT/CAPT-Identify the appropriate option

NA-No districtwide assessment is scheduled during this term of the IEP

***Complete the accommodations form (CMT/CAPT) for the standard administration only if necessary. File one electronically, attach one to the IEP and keep and copy for the teacher's file.**

****Exempt will only apply to a special education student who has also been identified as an English Language Learner and has been enrolled in a U.S. school for fewer than 10 school months AND the student has taken the Language Assessment Scales (LAS/LAS Links) at least once in that time period.**

DISTRICTWIDE ASSESSMENT-IDENTIFY THE GRADE OF THE STUDENT WHEN THE TEST IS SCHEDULED

DISTRICTWIDE ASSESSMENT-Identify the appropriate option

Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS

1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:

☒ NA

☐ Other: (specify)

☐ An intervention plan has been developed

☐ IEP Goals and Objectives have been developed to address the behavior

2. For student with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:

NA

3. For students who are blind or visually impaired:

☒ NA

☐ Instruction in braille or the use of braille is being provided, as required

☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

4. For student's who are deaf or hard of hearing, the PPT determined (after considering the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode and considering whether the student requires assistive technology devices and services) that the following services are required:

NA

PROGRESS REPORTING

Quarterly

EXIT CRITERIA

Exit Criteria: Student will be exited from Special Education upon: Ability to succeed in Regular Education without Special Education Support

Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education Services	Goals	Frequency	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
10 hours academic	1	10 hrs/week	SPED Teacher	SPED/ Reg. Ed. Tchr	9/17/2008	6/19/2008	1	
Related Services								

Instructional Site 1. Regular Classroom 2. Resource/Related Service Room 3. Self-Contained Classroom 4. Community-Based 5. Other:

Description of Participation in General Education

1. Assistive Technology	Not required	5. Length of School Day (Specify)	
2. Applied Voc Ed	NA	6. Number of Days/Week (Specify)	
3. Physical Education	Special (specify): journal	7. Length of School Year (Specify)	
4. Transportation	Regular		

8. Total School Hours/Week (Specify) 10

9. Special Education Hours/Week (Specify) 10

10. Hours per week the student will spend with children/students who do not have disabilities (time with nondisabled peers) 10

11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers? yes

12. Extended School Year Services: Not Required

13. a) The extent, if any, to which the student <u>will not</u> participate in regular classes and in extracurricular and other nonacademic activities including lunch, recess, transportation, etc., with students who do not have disabilities:

Applicable: Explain

Adam's special education needs to the extent that he needs specialized instruction outside the mainstream.

13. b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that s/he would attend if not disabled, the PPT must justify this removal from the regular education environment.

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to b removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the Individuals with Disabilities Education Act.

Lanza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

Required Data Collection

(Collect at the initial development of an IEP and subsequent Annual Reviews: Not a component of the IEP)

For Children 3 to 5 years of age

Date the PPT met to write the original IEP

Effective date of the child's original IEP (date first service began):

Did the child receive Birth to Three Services?

If the effective date of original IEP (date first services began) was not on or before the child's third birthday, why?

Placement/Settings for 3-5 year olds: In-District

Education Placement 3 to 21 years of age

1. Education Location (3-21 year olds:

- ☐ Approved, Private Sp. Ed. Program
- ☐ Comm. Based Pre-K
- ☐ Endowed and Incorporated Academy*
- ☐ Head Start
- ☐ Hospital or Homebound
- ☒ In-District
- ☐ Magnet
- ☐ Non-approved Sp. Ed. Program
- ☐ Other Private Agency
- ☐ Other Public School District
- ☐ Out of State
- ☐ Parochial/Private School
- ☐ RESC (Special Ed Program) (Including Public Charter)

2. Primary Reason for Educational Location

- ☐ Charter School
- ☐ (Parental Choice)
- ☐ Inter-district Magnet
- ☐ (Parental Choice)
- ☐ Open Choice
- ☐ (Parent Placement)
- ☐ Court Order Following Due Process
- ☐ Interim Alternative Education Setting (IAES)
- ☐ Parent/BOE Placement Resolution
- ☐ CTHSS (Parental Choice)
- ☐ Mediation Agreement
- ☒ PPT
- ☐ Due Process Hearing Decision
- ☐ Medical (Hospital/Homebound)
- ☐ Service plan only (Parent Placement)
- ☐ Expulsion
- ☐ None (Awaiting Placement)
- ☐ Homeless
- ☐ Non-Educational Restriction / Treatment Boundary
- ☐ Vo-Ag School (Parental Choice)

2a. If above response is "noneducational restriction/treatment boundary", who established the restriction/boundary?

☐ DCF ☐ DMR ☐ Department of Mental Health and Addiction Services ☐ Judicial Department ☐ Physician

3. If student doesn't live at home, where does he/she live?

- ☐ Correctional Facility
- ☐ Foster Home
- ☐ Hospital
- ☐ Municipal Detention Center
- ☐ Permanency Diagnostic Center
- ☐ Permanent Family Residence
- ☐ Private Detention Center
- ☐ Private Group Home
- ☐ Private Residential Treatment Center
- ☐ Public Group Home
- ☐ Public Residential Treatment Center
- ☐ Safe Home
- ☐ Supported housing
- ☐ Temporary Shelter
- ☐ Transitional Foster Home
- ☐ Other...

3a. If student is placed out of home for other than educational reasons, who was the placing agent?

☐ DCF ☐ Department of Mental Health and Addiction Services ☐ Judicial Department
☐ DMR ☐ Govt. of a Federally Recognized Native American Tribe ☐ Physician

Graduation

The student is projected to graduate in: 4 years

(Check the box that applies at the annual review during the student's 9th grade)

Lahza	Adam	4/22/1992	Newtown Public Schools	9/10/2008
Last Name	First Name	Birth Date	School District	Meeting Date

Employment/Post Secondary Education**

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Measurable Annual Goal* (Linked to Present Levels of Performance)

#1 Adam will develop the skills necessary to master secondary school curriculum in preparation for post-secondary education.

Eval Procedure **10**
Perf Criteria **G**
Trials

11/08	02/08	4/08	6/08

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will attend tutoring session and college courses approved for high school credit.

Eval Procedure 11
Perf Criteria G
Trials 80% of classes

Objecitve #2

Adam will advocate for his personal and academic needs in tutoring sessions and college courses approved for high school credit in each semester.

Eval Procedure 11
Perf Criteria G
Trials > 4 times

Objecitve #3

Adam will complete assignments in a timely manner.

Eval Procedure 11
Perf Criteria G
Trials 80% of work

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify) teacher observation	
12. Other (specify)	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

CONNECTICUT STATE BOARD OF EDUCATION

certifies that

ADAM LANZA

has successfully achieved a high standard of education by meeting the state goal as demonstrated on the Connecticut Academic Performance Test, in each of the following areas:

MATHEMATICS
SCIENCE

STATE BOARD OF EDUCATION
QUI TRANSTULIT SUSTINET
CONNECTICUT

Connecticut Academic Performance Test 2008

Commisioner of Education

1109761

Connecticut Academic Performance Test Student Report
Third Generation

CAPT

ADAM LANZA

Grade:	10	School:	NEWTOWN HIGH SCHOOL
Birthdate:	04/22/92	School Code:	61
SASID:	4540585068	District:	NEWTOWN
Test Date:	03/08	District Code:	097

OVERALL RESULTS

Adam scored at the Goal level on the Mathematics test, scored at the Advanced level on the Science test, scored at the Basic level on the Reading Across the Disciplines test, and scored at the Proficient level on the Writing Across the Disciplines test.

	Below Basic (Level 1)	Basic (Level 2)	Proficient (Level 3)	Goal (Level 4)	Advanced (Level 5)
Mathematics				◆	
Science					◆
Reading Across the Disciplines		◆			
Writing Across the Disciplines			◆		

Goal Range: Goal (Level 4) – Advanced (Level 5)

MATHEMATICS RESULTS

ADAM'S TOTAL MATHEMATICS SCALE SCORE = 282
(Score Range: 100 - 400)

Adam scored at the **Goal** level on the Mathematics test. Generally, students who score at this level demonstrate a strong understanding of the mathematics concepts and skills expected of Connecticut high school students. These students possess a well-developed ability to use problem-solving skills and effectively communicate their understanding.

Student's Score	282
School Average	274
District Average	274

Below Basic (190 or below) | Basic (191-220) | Proficient (221-259) | Goal (260-289) | Advanced (290 or above)

Goal Range: Goal – Advanced

Content Strands	Score Range	Student's Score
Algebraic Reasoning: Patterns and Functions	0-12	7
Numerical and Proportional Reasoning	0-12	11
Geometry and Measurement	0-12	9
Working with Data: Probability and Statistics	0-12	6

Adam's Total Mathematics Raw Score = 33 out of 48

SCIENCE RESULTS

ADAM'S TOTAL SCIENCE SCALE SCORE = 348
(Score Range: 100 - 400)

Adam scored at the **Advanced** level on the Science test. Generally, students who score at this level demonstrate an exceptional understanding of the scientific concepts and inquiry skills expected of Connecticut high school students. These students possess an advanced ability to use problem-solving skills and effectively communicate their understanding of the natural world.

Student's Score	348
School Average	278
District Average	278

Below Basic (189 or below) | Basic (190-214) | Proficient (215-264) | Goal (265-294) | Advanced (295 or above)

Goal Range: Goal – Advanced

Content Strands	Score Range	Student's Score
Energy Transformations	0-15	14
Chemical Structures and Properties	0-15	14
Global Interdependence	0-15	15
Cell Chemistry and Biotechnology	0-15	11
Genetics, Evolution, and Biodiversity	0-15	14

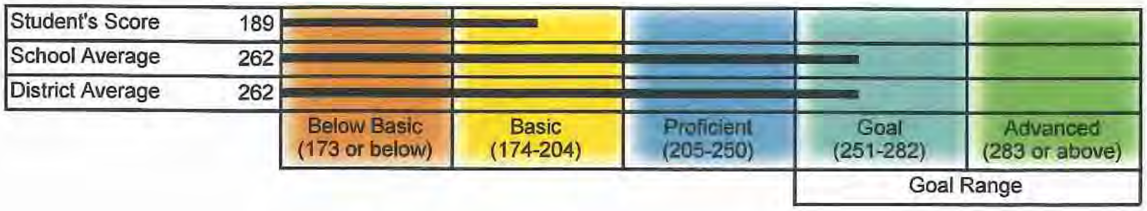
Dimensions	Score Range	Student's Score
Content Knowledge	0-40	36
Scientific Inquiry, Literacy, and Numeracy	0-35	32

Adam's Total Science Raw Score = 68 out of 75

READING ACROSS THE DISCIPLINES RESULTS

ADAM'S TOTAL READING SCALE SCORE = 189
(Score Range: 100 - 400)

Adam scored at the **Basic** level on the Reading Across the Disciplines test. Results for the two tests are presented below.



	Score Range	Student's Score
RESPONSE TO LITERATURE	2-12	2

Students who score in this range on the Response to Literature test demonstrate little or no understanding of an authentic, fictional text. Responses at times contain weak or emotional judgments about the literary quality of the story that are rarely supported with evidence from the story and/or students' experiences. Students demonstrate difficulty reflecting, interpreting, revising, and reshaping the story and make no meaningful connections between the text and other experiences or sources.

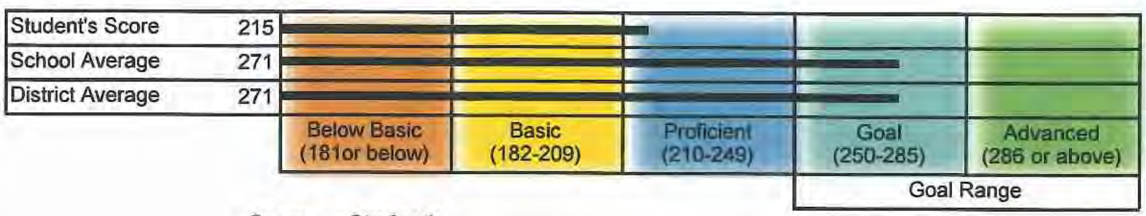
	Score Range	Student's Score
READING FOR INFORMATION	0-24	15

Students who score in this range on the Reading for Information test demonstrate strong conceptual understandings of authentic, nonfiction texts. The thoughtful examinations of the texts include extensive or insightful inferences and judgments, and meaningful connections. Students demonstrate an in-depth exploration of the ideas presented in the texts.

WRITING ACROSS THE DISCIPLINES RESULTS

ADAM'S TOTAL WRITING SCALE SCORE = 215
(Score Range: 100 - 400)

Adam scored at the **Proficient** level on the Writing Across the Disciplines test. Results for the three tests are presented below.



	Score Range	Student's Score
INTERDISCIPLINARY WRITING 1	2-12	3

Students who score in this range on the Interdisciplinary Writing test may demonstrate a position with little to no support of information from one or both authentic, nonfiction texts. Responses lack clarity, fluency, and organization. There is usually no awareness of audience.

	Score Range	Student's Score
INTERDISCIPLINARY WRITING 2	2-12	6

Students who score in this range on the Interdisciplinary Writing test demonstrate a position that is minimally supported with information from one or both authentic nonfiction texts. Responses are generally not clear, fluent, or organized with transitions. An awareness of audience is limited.

	Score Range	Student's Score
EDITING & REVISING	0-18	14

Students who score in this range on the Editing & Revising test demonstrate the skills necessary to apply the conventions of English. Students effectively show an understanding of revision and such writing conventions as capitalization, punctuation, usage, and spelling.

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

10020012 Lanza, Adam 10

4th Quarter Grade Reporting 04/02/08 06/19/08

Course	Teacher	1ST QTR	2ND QTR	S1 EXM	S1 AVG	3RD QTR	4TH QTR	S2 EXM	S2 AVG	YR AVG	MP4 ABS	YTD ABS	
HON ENGLISH II	Perry,R	85	89	90	88	I							
HON INT MATH III	Chervansky,	87	91		89	90							
AP PHYSICS B	Lowell, K	P	P	P	P	P							AUDIT-NO CREDIT-NO GPA
AP CHEMISTRY	Canfield, C	92	88	85	89	P							
HON LATIN II	Huettner, J	92	80	88	86	95							
COMPUTER REP HW	Swetts, T					91							
COMPUTER REP OS	Swetts, T	93	94	100	95								
VOCATIONAL EXP	Riccio, M					P							
PE/HEALTH 10TH	Atkinson, P					88							

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

10020012 Lanza, Adam 10

4th Quarter Grade Reporting 04/02/08 06/19/08

Course	Teacher	1ST QTR	2ND QTR	S1 EXM	S1 AVG	3RD QTR	4TH QTR	S2 EXM	S2 AVG	YR AVG	MP4 ABS	YTD ABS	
HON ENGLISH II	Perry,R	85	89	90	88	I							
HON INT MATH III	Chervansky,	87	91		89	90							
AP PHYSICS B	Lowell, K	P	P	P	P	P							AUDIT-NO CREDIT-NO GPA
AP CHEMISTRY	Canfield, C	92	88	85	89	P							
HON LATIN II	Huettner, J	92	80	88	86	95							
COMPUTER REP HW	Swetts, T					91							
COMPUTER REP OS	Swetts, T	93	94	100	95								
VOCATIONAL EXP	Riccio, M					P							
PE/HEALTH 10TH	Atkinson, P					88							

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

Student Name		
Lanza, Adam		
Student ID: 10020012	Grade: 10	Gender: M
Birth Place: Exeter, NH	Date Of Birth: 04/22/92	
Parent Guardian: M/M Peter Lanza 36 Yogananda St Sandy Hook, CT 06482 203-426-8167		

Enter Date: 08/01/06
Leave Date:
Class Of: 2010

School Name/Address
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482
Tel: 203-426-7646 Fax 426-6573
Counselor: Tolson, Jeff

Crs ID	Course Title	Mark	Credit
Grd 09 7/2007			
1011	CPA ENGLISH I	94	1.000
2011	CPA WESTERN STDY 1	89	0.500
2021	CPA WESTERN STDY 2	89	0.500
3062	HON INT MATH II	96	1.000
4051	CPA EARTH SCIENCE	85	1.000
4172	HON CHEMISTRY	88	1.000
5111	CPA LATIN I	96	1.000
6140	COMP APPL	96	0.500
9009	PE/HEALTH 9TH	87	0.500
Crd Att: 7.000 Cmp: 7.000			

GPA Summary

Weighted GPA: 3.947
Unweighted GPA: 3.618
NGA: 91.111

A 90 - 100 B 80 - 89 C 70 - 79 D 65 - 69 F below 65

L=Att. Penalty/No Cr. F=Failure/No Cr. A=Audit C=Cr. Only G=GPA Only

Comments:

Transcript is unofficial unless signed by a school official
Guidance Counselor

Date: 05/05/08

Student Name		
Lanza, Adam		
Student ID: 10020012	Grade: 10	Gender: M
Birth Place: Exeter, NH	Date Of Birth: 04/22/92	

Parent Guardian
M/M Peter Lanza
36 Yogananda St
Sandy Hook, CT 06482
203-426-8167

Enter Date: 08/01/06
Leave Date:
Class Of: 2010

School Name/Address
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482
Tel: **203-426-7646** Fax: **426-6573**
Counselor: **Tolson, Jeff**

Crs ID	Course Title	Mark	Credit
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Comments:

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Guidance Counselor Date: 05/05/08

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

10020012 Lanza, Adam 10

4th Quarter Grade Reporting 04/02/08 06/19/08

Course	Teacher	1ST QTR	2ND QTR	S1 EXM	S1 AVG	3RD QTR	4TH QTR	S2 EXM	S2 AVG	YR AVG	MP4 ABS	YTD ABS	
HON ENGLISH II	Perry,R	85	89	90	88	I							
HON INT MATH III	Chervansky,	87	91		89	90							
AP PHYSICS B	Lowell, K	P	P	P	P	P							AUDIT-NO CREDIT-NO GPA
AP CHEMISTRY	Canfield, C	92	88	85	89	P							
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VOCATIONAL EXP	Riccio, M					P							
PE/HEALTH 10TH	Atkinson, P					88							

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

Student Name		
Lanza, Adam		
Student ID 10020012	Grade 10	Gender M
Birth Place Exeter, NH	Date Of Birth 04/22/92	
Parent Guardian M/M Peter Lanza 36 Yogananda St Sandy Hook, CT 06482 203-426-8167		

Enter Date: 08/01/06
Leave Date:
Class Of: 2010

School Name/Address
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482
Tel: 203-426-7646 Fax: 426-6573
Counselor: Tolson, Jeff

Crs ID	Course Title	Mark	Credit
Grd 09 7/2007			
1011	CPA ENGLISH I	94	1.000
2011	CPA WESTERN STDY 1	89	0.500
2021	CPA WESTERN STDY 2	89	0.500
3062	HON INT MATH II	96	1.000
4051	CPA EARTH SCIENCE	85	1.000
4172	HON CHEMISTRY	88	1.000
5111	CPA LATIN I	96	1.000
6140	COMP APPL	96	0.500
9009	PE/HEALTH 9TH	87	0.500
Crd Att: 7.000 Cmp: 7.000			

GPA Summary

Weighted GPA: 3.947
Unweighted GPA: 3.618
NGA: 91.111

A 90 - 100 B 80 - 89 C 70 - 79 D 65 - 69 F below 65

L=Att. Penalty/No Cr. F=Failure/No Cr. A=Audit C=Cr. Only G=GPA Only

Comments:

Transcript is unofficial unless signed by a school official
Guidance Counselor Date: 05/05/08

Student Name		
Lanza, Adam		
Student ID: 10020012	Grade: 11	Gender: M
Birth Place: Exeter, NH	Date Of Birth: 04/22/92	

Parent Guardian
Ms. Nancy Lanza
36 Yogananda St
Sandy Hook, CT 06482
203-426-8167

Enter Date: 08/01/06
Leave Date:
Class Of: 2010

School Name/Address
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482
Tel: 203-426-7646 Fax: 426-6573
Counselor: Tolson, Jeff

Ms. Nancy Lanza
36 Yogananda St
Sandy Hook, CT 06482

Crs ID	Course Title	Mark	Credit
Grd 09 7/2007			
1011	CPA ENGLISH I	94	1.000
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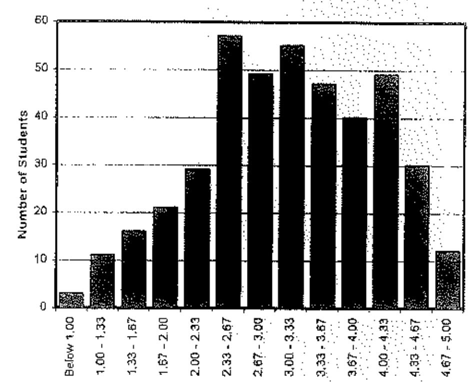
4172	HON CHEMISTRY	88	1.000
5111	CPA LATIN I	96	1.000
6140	COMP APPL	96	0.500
9009	PE/HEALTH 9TH	87	0.500
Crd Att: 7.000 Cmp: 7.000			
Newtown High School Grd 10 6/2008			
Sandy Hook, CT			
1032	HON ENGLISH II	87	1.000
3082	HON INT MATH III	88	1.000
4373	AP PHYSICS B	P	0.500
4393	AP CHEMISTRY	P	0.500
5122	HON LATIN II	89	1.000
6771	COMPUTER REP HW	93	0.500
6772	COMPUTER REP OS	95	0.500
8246	VOCATIONAL EXP	P	0.500
9010	PE/HEALTH 10TH	P	0.500
Crd Att: 6.000 Cmp: 6.000			
Grd 11 1/2009			
EXEL	PHILOSOPHY	P	0.500
EXEL	PHILOSOPHY	P	0.500
EXEL	COMPUTER SCIENCE	P	0.500
EXEL	COMPUTER SCIENCE	P	0.500
EXEL	VISUAL BASIC	P	0.500
EXEL	VISUAL BASIC	P	0.500
EXEL	PE	P	0.500
EXEN	AMER LIT	P	0.500
EXEN	AMER LIT	P	0.500
EXEN	SENIOR ENGLISH	P	0.500
EXEN	SENIOR ENGLISH	P	0.500
EXSS	US HISTORY	P	0.500
EXSS	USHISTORY	P	0.500
EXSS	ECONOMICS	P	0.500
EXWL	GERMAN I	P	0.500
EXWL	GERMAN I	P	0.500
Crd Att: 8.000 Cmp: 8.000			

GPA Summary

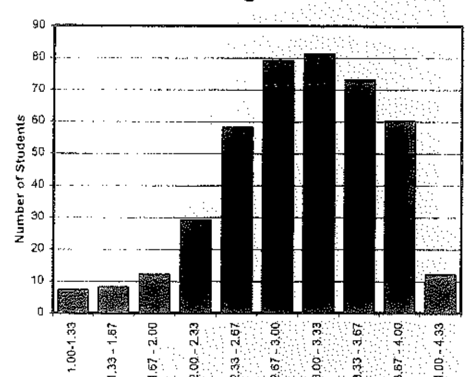
Weighted GPA:	3.964
Unweighted GPA:	3.574
NGA:	90.857

Class of 2010
6th Semester GPAs

Weighted



Unweighted



A 90 - 100 B 80 - 89 C 70 - 79 D 65 - 69 F below 65

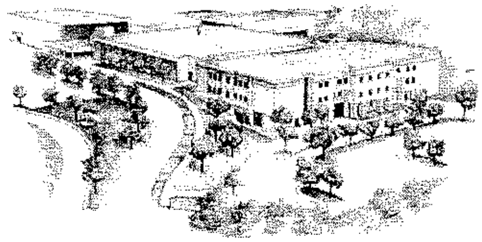
L=Att. Penalty/No Cr. F=Failure/No Cr. A=Audit C=Cr. Only G=GPA Only

Comments:
AWARDS AND HONORS

National Latin Award - Summa Cum Laude, June, 2008

Transcript is unofficial unless signed by a school official
Guidance Counselor

Date: 08/18/09



Newtown High School
Guidance Department
12 Berkshire Road
Sandy Hook, CT 06482
(203) 426-7651
FAX (203) 426-6573

August 20, 2009

Dear Parents /Guardians and Seniors in the CLASS of 2010:

Welcome to senior year! Where did the time go? It seems that it was just yesterday that we were planning for beginning high school and now here we are planning for the last year and beyond! Senior year is an exciting time for all. Sometimes in all of the excitement, stress builds. We look forward to working with you to manage the stress and to maximize the excitement by maintaining open lines of communication. To start, we have the following three tasks for you to complete:

Be sure your email in Naviance is accurate;
Reserve Thursday, September 10th at 7 pm for College Planning Night and,
Review transcript (on reverse)

Our main mode of communicating has gradually moved to almost exclusively electronic. We are using Naviance and the emails listed in Naviance to post information and to send emails. I have sent a test email to parents and students in the Class of 2010. **If you did not receive the test email**, please contact your counselor, either of the secretaries in guidance or Kitty Latowicki in the Career Center (426-1915 or latowickik@newtown.k12.ct.us).

We will not be holding a Senior Breakfast this year. The day before school starts has proven to be a difficult time for parents, students and counselors; therefore, we will have a **College Planning Night** for seniors and their parents on Thursday September 10th at 7:00 p.m. in the NHS Auditorium. It is extremely important that you attend this evening presentation. It will lay the groundwork for the entire college application process. There are over 400 students in this graduating class. We will work with each and every student, but we need to disseminate some general information before individualizing the process. Among the many topics covered will be the reporting of standardized test scores. There are many changes surrounding standardized testing. The one major change in our involvement in this process is that we will not be sending any standardized test scores to colleges this year. The scores must be requested directly from ACT or The College Board by the student at the time of application.

While we will not be sending standardized test scores, we do send a student transcript to every college to which a student applies. The transcript is one of the most important components of any college application. On the reverse side, there is a copy of your updated transcript which includes the academic history and the histogram for the Class of 2010. The histogram indicates where students stand academically relative to their classmates (We do not report rank.). **Please look over the transcript carefully noting that all classes, grades and information are correct.**

Should you have any questions, corrections or comments, please call or email. Looking forward to a great year!

Sincerely,

The Newtown High School Guidance Department
Cathy Ostar (Director), Gerry Waterbury, Bret Nichols, Ana Mendes,
Jeff Tolson, Deidre Croce, Jan English, Lisa Kapitan

NEWTOWN HIGH SCHOOL
NATIONAL HONOR SOCIETY

12 Berkshire Road
Sandy Hook, CT 06482
Ana Mendes and Cathy Ostar, Faculty Advisors

August 21, 2009

Dear Adam Lanza,

Congratulations! Your current academic standing, as determined by the Newtown High School Guidance Department, qualifies you for consideration for membership in the Newtown High School Chapter of the National Honor Society (NHS).

Membership in the NHS is based on excellence in the areas of scholarship, leadership, service, and character. In addition to demonstrating that you have met the academic requirements for membership, you must also demonstrate impeccable character (no disciplinary referrals; respect of the faculty and administration; consistently exemplify desirable qualities of behavior), evidence of service to the school and community (non-paid volunteer activities *both* in and out of school), and evidence of leadership qualities (non-paid positions that clearly demonstrate your ability to lead others *both* in and out of school).

The final membership decision is made by the Newtown High School NHS Faculty Council. In order to ascertain the degree to which a student candidate meets the selection criteria, it is recommended that each candidate completes a Student Activity Record (to be signed by a parent to attest to the accuracy and completeness of the data). The Student Activity Form should, in no way, be considered an application for membership. It is meant solely as a means to provide evidence of qualifying behaviors and may be verified by the chapter advisors. In order to be considered by the Faculty Council, written acceptance of consideration and the Student Activity Form must be returned to us by Thursday, September 10, 2009. All information collected by and/or generated by the Faculty Council is confidential.

The Newtown NHS Constitution and Bylaws, and the Student Activity Form can be found on the Guidance page of the Newtown High School website (www.newtown.k12.ct.us/nhs). It is highly recommended that all candidates and their parent(s) review all the material at this site and refer any questions to us. All candidates are expected to attend an informational meeting on Thursday, September 3, 2009, 2:00 pm, in the auditorium to learn more about the rights and responsibilities of membership in Newtown High School's chapter of The National Honor Society.

As Advisors to the NHS, we do not take part in membership decisions. Our role is to serve as an advocate for candidates and members. The decision of the Faculty Council will be communicated to you by mail.

Sincerely,

Ana Mendes and Cathy Ostar
National Honor Society Advisors

[redacted]

[redacted]

[redacted]

HOW TO ACCESS CHOICES ON THE INTERNET
(This replaces e-choices and cx-online.)

1. Go to www.access.bridges.com

2. Enter: **Site ID:** [redacted]
Password: [redacted]

3. Select one of the following programs to access:

- **Choices Explorer:** Explore the world of careers
- **Choices Planner:** Plan for college
  - Create a portfolio (Save information)
  - Go to School Finder; click on the category of characteristics needed to conduct search.

*** - **Test Gear:** PSAT Preparation
  - Click on New Student
  - Enter Universal Code: 13246753
  - Enroll and begin

Please detach and return to Mrs. Korotash.

GRADE 11

Student name ______________________________

Please attach check to form.

Application for Advanced Placement United States History (juniors)
Due by 11 January 2008 no later than 2 PM

The Advanced Placement (AP) Program is a cooperative venture of secondary schools, colleges, and the College Board. The AP Program provides course descriptions and teaching materials as well as examinations based on those descriptions. The examination grade is sent to the colleges of the student's choice, which then grants credit, advanced placement, or both depending on the institutional policies and the student grade on the exam. In order to be successful in these college level courses, students must be intelligent, well organized, and hardworking. Students must take the AP Exam in May in order to receive 30-weight credit for the course at Newtown High School.

Teacher recommendations will be made to determine the students to be accepted into the AP Program. If a student is not accepted, he/she is welcome to override the teacher decision, but please be mindful of the amount of work and time that is required in order to be successful in an AP course.

Student Name (Please print legibly): Adam Lanza

Year of Graduation: 2010

Please list social studies/history courses taken, teacher and final grade for the course:

Course Title	Teacher	Final Grade

On the back of this sheet please describe why you want to take AP United States History and specifically what qualities you believe you have that will make you successful in the course.

Student Signature: Adam Lanza

Parent Signature: ________________

Return Completed Applications to Mrs. Dietter
By 11 January 2008 no later than 2 PM

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

MARKS, CITIZENSHIP, WORK HABITS

A EXCELLENT
B ABOVE AVERAGE
C AVERAGE
D BELOW AVERAGE
F FAILING

P PASSING
CR CREDIT
NC NO CREDIT
I INCOMPLETE
NM NO MARK

O OUTSTANDING
S SATISFACTORY
N NEEDS IMPROVEMENT
U UNSATISFACTORY
W WITHDREW

STUDENT Lanza, Adam 10020012 GRADE LEVEL 10 REPORT PERIOD FROM 01/28/08 TO 03/28/08

PRD	COURSE	TEACHER	MRK	CREDIT EARNED	CIT	W/H	CLASS ABS.	TEACHER COMMENTS
08	HON ENGLISH II	Perry,R						
05	HON INT MATH III	Chervansky, A						GRADE RANGE 80-89 MAKES EFFORT TO DO BEST
02	AP PHYSICS B	Lowell, K						
01	AP CHEMISTRY	Canfield, C						
04	HON LATIN II	Huettner, J	NM					MEETS CLASS EXPECTATIONS CONSISTENTLY DOES HOMEWORK
06	COMPUTER REP HW	Swetts, T	73					

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M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

3rd Quarter Grade Reporting

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

Hasler
$00.41
03/04/2008
Mailed From 06482
US POSTAGE

RETURN SERVICE REQUESTED

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

06482+1569 R028

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

STUDENT	GRADE
10020012 Lanza, Adam	10

REPORT PERIOD	FROM	TO
3rd Quarter Grade Reporting	01/28/08	04/01/08

GRADE REPORT

COURSE TITLE	TEACHER	ACADEMIC MARKS 1ST QTR	2ND QTR	S1 EXM	S1 AVG		3RD QTR	4TH QTR	S2 EXM	S2 AVG		YR AVG	ATTENDANCE MP3 ABS	YTD ABS	COND CITZ	CREDITS EARNED	COMMENTS
HON ENGLISH II	Perry,R	85	89	90	88		I						9	12			
HON INT MATH III	Chervansky,	87	91		89		90						5	15			EXCELLENT EFFORT
AP PHYSICS B	Lowell, K	P	P	P	P		NM					P					
AP CHEMISTRY	Canfield, C	92	88	85	89		NM										
HON LATIN II	Huettner, J	92	80	88	86		95						5	7			
COMPUTER REP HW	Swetts, T						91						4	4			MAKES EFFORT TO DO BEST A POSITIVE INFLUENCE IN CLASS
COMPUTER REP OS	Swetts, T	93	94	100	95									11			

EXPLANATION OF MARKS

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

See Reverse Side For Opening Instructions

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

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04/08/2008
Mailed From 064
US POSTAG

RETURN SERVICE REQUESTED

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

06482+1569 R028

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

MARKS, CITIZENSHIP, WORK HABITS

A	EXCELLENT	P	PASSING	O	OUTSTANDING
B	ABOVE AVERAGE	CR	CREDIT	S	SATISFACTORY
C	AVERAGE	NC	NO CREDIT	N	NEEDS IMPROVEMENT
D	BELOW AVERAGE	I	INCOMPLETE	U	UNSATISFACTORY
F	FAILING	NM	NO MARK	W	WITHDREW

STUDENT Lanza, Adam 10020012 GRADE LEVEL 10 REPORT PERIOD FROM 04/02/08 TO 06/19/08

PRD	COURSE	TEACHER	MRK	CREDIT EARNED	CIT	W/H	CLASS ABS.	TEACHER COMMENTS
08	HON ENGLISH II	Perry,R						
05	HON INT MATH III	Chervansky, A						GRADE RANGE 80-89 MAKES EFFORT TO DO BEST
02	AP PHYSICS B	Lowell, K						
01	AP CHEMISTRY	Canfield, C						
04	HON LATIN II	Huettner, J	NM					GRADE RANGE 90-100 CONSISTENTLY DOES HOMEWORK
06	COMPUTER REP HW	Swetts, T	92					
09	VOCATIONAL EXP	Riccio, M	P					PARTICIPATION GOOD / EXCELLENT
09	PE/HEALTH 10TH	Atkinson, P						

Printed by PTM Document Systems

Ms. Nancy Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

4th Quarter Progress Reporting

See Reverse Side For Opening Instructions

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

016H26511836
Hasler
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05/09/2008
Mailed From 06482
US POSTAGE

RETURN SERVICE REQUESTED

Ms. Nancy Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

064823156 R028

IEP Goals Report
Newtown High School
Special Education Department
2007 -2008

February 29, 2008

Dear Ms. Nancy Lanza,

According to Federal law, students receiving special education services must have their progress toward IEP goals and objectives updated four times a year. The report that follows uses the coded levels of achievement listed below to communicate the progress your child is making toward the mastery of his/her goals and objectives.

M - Mastered
S - Satisfactory
N - No Progress
U - Unsatisfactory Progress
NI - Not Introduced
NA - Not Applicable
O – Other (Please explain. IP - In Progress, I – Inconsistent, etc.)

If you have any questions, please feel free to contact me. You can reach me at Newtown High School's Special Education Department (203) 426-7690. I check my email twice daily, so this is the most efficient way to contact me - earles@newtown.k12.ct.us.

Sincerely,

Sherry Earle

Sherry Earle, Case Manager

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Measurable Annual Goal* (Linked to Present Levels of Performance)
#1 Adam will master the curriculum of selected general education courses modified to meet his unique learning needs.

Eval Procedure 10
Perf Criteria G
Trials

11/07	2/08	4/08	6/08
S			

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1
Adam will participate in learning activities.

Eval Procedure 11
Perf Criteria G
Trials

S	S		

Objecitve #2
Adam will pass content assessments.

Eval Procedure 1
Perf Criteria D
Trials

M			

Objecitve #3
Adam will complete homework.

Eval Procedure 9
Perf Criteria G
Trials

M			

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify) teacher observation	
12. Other (specify)	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal
U=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Social/Behavioral

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Measurable Annual Goal* (Linked to Present Levels of Performance)

#2 Adam will increase his tolerance for the normal school setting.

Eval Procedure 10
Perf Criteria E
Trials

11/07	2/08	4/08	6/08
S	S		

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will attend mainstream education courses.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	S		

Objecitve #2

Adam will move independently from one classroom setting to another.

Eval Procedure 11
Perf Criteria G
Trials

M			

Objecitve #3

Adam will tolerate the presence of adults and/or age-mates in his designated classrooms.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	S		

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify) teacher observation	
12. Other (specify)	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal U=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Measurable Annual Goal* (Linked to Present Levels of Performance)
#3 Adam will increase his use of technology.

Eval Procedure 10
Perf Criteria E
Trials 4/5

11/07	2/08	4/08	6/08
S	S		

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1
Adam will use a word processor for academic assignments.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	M		

Objecitve #2
Adam will send and receive email.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	M		

Objecitve #3
Adam will use the Internet to complete research for academic assignments

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	S		

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify) teacher observation	
12. Other (specify)	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Ava Chervansky | Student Progress Report | 3/19/2008

HON INT MATH III (05...- MTRF) First Quarter Grades

Crs:3082 Sec:3082-02 Per:05 | NEWTOWN HS

Lanza, Adam **Student's Grade: 88.96%**

Weighted Type (Numeric Weighted Type)

#	Task Type (weighted)	Task Name	Score	Out Of	%	Letter Grade
1	Quiz	Exponent Quiz	17.5	20	87.50	B
2	Quiz	Quiz on 5-1 to 5-3	29	32	90.63	A
3	Quiz	Quiz on 5-3 & 5-4	29	32	90.63	A
4	Quiz	Quiz on 5-5 (QUIZ ON INVERSES)		25		
5	Quiz	Quiz on 5-6 & 5-7	37.5	40	93.75	A
6	Quiz	Quiz on 5-8	24	30	80.00	B

homework: 10 out of 18 points

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

MARKS, CITIZENSHIP, WORK HABITS

A EXCELLENT
B ABOVE AVERAGE
C AVERAGE
D BELOW AVERAGE
F FAILING

P PASSING
CR CREDIT
NC NO CREDIT
I INCOMPLETE
NM NO MARK

O OUTSTANDING
S SATISFACTORY
N NEEDS IMPROVEMENT
U UNSATISFACTORY
W WITHDREW

STUDENT Lanza, Adam 10020012 GRADE LEVEL 10 REPORT PERIOD FROM 11/05/07 TO 01/18/08

PRD	COURSE	TEACHER	MRK	CREDIT EARNED	CIT	W/H	CLASS ABS.	TEACHER COMMENTS
04	HON ENGLISH II	Perry, R	83					A PLEASURE TO KNOW
05	HON INT MATH III	Chervansky, A						STRONGLY RECOMMEND EXTRA HELP A PLEASURE TO KNOW
02	AP PHYSICS B	Lowell, K	P					PERFORMING WELL ON TEST/QUIZ
01	AP CHEMISTRY	Canfield, C	61					MEETS CLASS EXPECTATIONS
06	HON LATIN II	Huettner, J	NM					ASSIGNMENTS LATE / MISSING CONSISTENTLY DOES HOMEWORK EXCELLENT EFFORT
07	COMPUTER REP OS	Swetts, T	95					PARTICIPATION GOOD / EXCELLENT

Printed by PTM Document Systems

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

2nd Quarter Progress Reporting

See Reverse Side For Opening Instructions

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

Hasler
016H26511836
$00.41[0]
12/17/2007
Mailed From 06482
US POSTAGE

RETURN SERVICE REQUESTED

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

06482$1569 R028

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

MARKS, CITIZENSHIP, WORK HABITS

A EXCELLENT	P PASSING	O OUTSTANDING
B ABOVE AVERAGE	CR CREDIT	S SATISFACTORY
C AVERAGE	NC NO CREDIT	N NEEDS IMPROVEMENT
D BELOW AVERAGE	I INCOMPLETE	U UNSATISFACTORY
F FAILING	NM NO MARK	W WITHDREW

STUDENT Lanza, Adam 10020012 GRADE LEVEL 10 REPORT PERIOD FROM 11/05/07 TO 01/18/08

PRD	COURSE	TEACHER	MRK	CREDIT EARNED	CIT	W/H	CLASS ABS.	TEACHER COMMENTS
04	HON ENGLISH II	Perry,R	83					A PLEASURE TO KNOW STRONGLY RECOMMEND EXTRA HELP
05	HON INT MATH III	Chervansky, A						A PLEASURE TO KNOW PERFORMING WELL ON TEST/QUIZ
02	AP PHYSICS B	Lowell, K	P					MEETS CLASS EXPECTATIONS
01	AP CHEMISTRY	Canfield, C	61					ASSIGNMENTS LATE / MISSING
06	HON LATIN II	Huettner, J	NM					CONSISTENTLY DOES HOMEWORK EXCELLENT EFFORT
07	COMPUTER REP OS	Swetts, T	95					PARTICIPATION GOOD / EXCELLENT

Printed by FTM Document Systems

Peter Lanza
RE: Adam Lanza
120 Morgan St. Unit 405
Stamford, CT 06905

2nd Quarter Progress Reporting

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

Hasler
$00.4 10
12/17/2007
Mailed From 06482
US POSTAGE

RETURN SERVICE REQUESTED

Peter Lanza
RE: Adam Lanza
120 Morgan St. Unit 405
Stamford, CT 06905

06905$5438 C014

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

STUDENT		GRADE
10020012	Lanza, Adam	10
REPORT PERIOD	FROM	TO
2nd Quarter Grade Reporting	11/05/07	01/25/08

GRADE REPORT

COURSE TITLE	TEACHER	1ST QTR	2ND QTR	S1 EXM	S1 AVG		3RD QTR	4TH QTR	S2 EXM	S2 AVG		YR AVG	MP2 ABS	S1 ABS	COND CITZ	CREDITS EARNED	COMMENTS
HON ENGLISH II	Perry,R	85	89	90	88								3	3			
HON INT MATH III	Chervansky,	87	91		89								9	10			RECOMMEND HONORS LEVEL A PLEASURE TO KNOW
AP PHYSICS B	Lowell, K	P	P	P	P							P	11	12			MEETS CLASS EXPECTATIONS RECOMMEND HONORS LEVEL
AP CHEMISTRY	Canfield, C	92	88	85	89								10	12			RECOMMEND HONORS LEVEL RECOMMEND SCIENCE ELECTIVES
HON LATIN II	Huettner, J	92	I	I	I								2	2			RECOMMEND HONORS LEVEL
COMPUTER REP OS	Swetts, T	93	94	100	95								9	11			A POSITIVE INFLUENCE IN CLASS

EXPLANATION OF MARKS

In the comment section for certain courses you may see recommendations for NEXT year's course selection. On January 28, students received the Program of Studies. Students will select courses for next year on February 11 in Advisory. Prior to February 11, please discuss your student's course selections. If you have questions regarding a level recommendation, please contact your student's teacher.

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

Hasler $00.41[0]
02/01/2008
Mailed From 06482
US POSTAGE

RETURN SERVICE REQUESTED

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

0648231569 R028

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

STUDENT		GRADE
10020012	Lanza, Adam	10

REPORT PERIOD	FROM	TO
1st Quarter Grade Reporting	08/28/07	11/02/07

GRADE REPORT

COURSE TITLE	TEACHER	1ST QTR	2ND QTR	S1 EXM	S1 AVG		3RD QTR	4TH QTR	S2 EXM	S2 AVG		YR AVG	MP1 ABS	YTD ABS	COND CITZ	CREDITS EARNED	COMMENTS
HON ENGLISH II	Perry,R	85											1	1			A POSITIVE INFLUENCE IN CLASS
HON INT MATH III	Chervansky,	87											1	1			A PLEASURE TO KNOW
AP PHYSICS B	Lowell, K	P											1	1			MEETS CLASS EXPECTATIONS
AP CHEMISTRY	Canfield, C	92											2	2			TEST/QUIZ GRADES HAVE IMPROVED
HON LATIN II	Huettner, J	92											1	1			
COMPUTER REP OS	Swetts, T	93											2	2			A POSITIVE INFLUENCE IN CLASS

EXPLANATION OF MARKS

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St
Sandy Hook, CT 06482

HIGH HONORS!!!

IEP Goals Report
Newtown High School
Special Education Department
2007 -2008

November 30, 2008

Dear Ms. Nancy Lanza,

According to Federal law, students receiving special education services must have their progress toward IEP goals and objectives updated four times a year. The report that follows uses the coded levels of achievement listed below to communicate the progress your child is making toward the mastery of his/her goals and objectives.

M - Mastered
S - Satisfactory
N - No Progress
U - Unsatisfactory Progress
NI - Not Introduced
NA - Not Applicable
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If you have any questions, please feel free to contact me. You can reach me at Newtown High School's Special Education Department (203) 426-7690. I check my email twice daily, so this is the most efficient way to contact me - earles@newtown.k12.ct.us.

Sincerely,

Sherry Earle

Sherry Earle, Case Manager

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Measurable Annual Goal* (Linked to Present Levels of Performance)

#1 Adam will master the curriculum of selected general education courses modified to meet his unique learning needs.

Eval Procedure 10
Perf Criteria G
Trials

11/07	2/08	4/08	6/08
S			

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will participate in learning activities.

Eval Procedure 11
Perf Criteria G
Trials

S			

Objecitve #2

Adam will pass content assessments.

Eval Procedure 1
Perf Criteria D
Trials

M			

Objecitve #3

Adam will complete homework.

Eval Procedure 9
Perf Criteria G
Trials

M			

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify)	
12. Other (specify) teacher observation	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Social/Behavioral — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

#2 Adam will increase his tolerance for the normal school setting.

Eval Procedure 10
Perf Criteria E
Trials

11/07	2/08	4/08	6/08
S			

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will attend mainstream education courses.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S			

Objecitve #2

Adam will move independently from one classroom setting to another.

Eval Procedure 11
Perf Criteria G
Trials

M			

Objecitve #3

Adam will tolerate the presence of adults and/or age-mates in his designated classrooms.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S			

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments 2. Pre andPost Standardized Assessments 3. Pre and Post Base Line Data 4. Quizes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio 7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) 12. Other (specify) teacher observation	**A**. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Scores E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other (Specify) J. Other (Specify)

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

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Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

#3 Adam will increase his use of technology.

Eval Procedure 10
Perf Criteria E
Trials 4/5

11/07	2/08	4/08	6/08
S			

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will use a word processor for academic assignments.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S			

Objecitve #2

Adam will send and receive email.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S			

Objecitve #3

Adam will use the Internet to complete research for academic assignments

Eval Procedure 11
Perf Criteria E
Trials 4/5

S			

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify)	
12. Other (specify) teacher observation	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

NEWTOWN PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date of Invitation 1/2/2007

M/M Peter Lanza
Name of Parent Guardian Student

36 Yogananda Street
Street Address

Newtown	Ct	06470
Town	**State**	**Zip Code**

Dear M/M Peter Lanza

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:

Adam Lanza	4/22/1992	4540585068
Student Name	**DOB**	**ID Number**

Date of PPT 1/8/2007 **Time** 10:15 AM **Location** A 103 Special Ed Office

Purpose of this meeting is to: (check all that apply)

- ☐ discuss a referral to special education and consider/plan an evaluation.
- ☒ review evaluation results and determine eligibility for special education.
- ☐ develop, review or revise the IEP.
- ☐ conduct an Annual Review.
- ☐ plan reevaluation to determine eligibility for special education and related services.
- ☐ review reevaluation to determine eligibility for special education and related services.
- ☐ conduct a Manifestation Determination.
- ☒ consider transition needs/services-student will be invited to attend the meeting and: (check all below that apply)
- ☐ transition goals and objectives in the IEP will be developed/reviewed/revised.
- ☐ the agency representative(s) listed below will be invited to attend to assist in transition planning.
- ☐ other

The following persons have been invited:

administrator	Patricia Atkinson	**name title**	Mike Riddley - Psychologist
reg ed teacher	Jen Huettner	**name title**	
special ed teacher	Sherry Earle	**name title**	
student	Adam Lanza	**name title**	
name and title	Jefff Tolson Guidance	**name title**	

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individual to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

Sincerely,

Patricia Atkinson Department Chairman
Name With Title

If you have any questions or wish to reschedule the meeting please contact me at: 203-426-7690
Phone number

- ☐ A copy of the Procedural Safeguards in Special Education is enclosed.
- ☒ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact Sally Lynch at 203-426-7626.
- ☐ A copy of this notice has been sent to the parent(s). (This is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must be sent to the student with a copy to the parents.)

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Last Name	First Name	Birth Date	School District	Meeting Date
Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007

Current Enrolled School: High School — Age: 14 — Current Grade: 9 — High School Credits: ____ — Gender: male

Home School: yes — Specify: ____ — Race Ethnicity: White

School Next Year: High School — Home School: yes — Specify: ____ — If your school district does not have its own high school, is the student attending his/her designated high school? ____

ID Number: 4540585068 — Case Manager: Special Ed Teacher

Student Address: 36 Yogananda Street, Sandy Hook — Student Instructional Language: English

Parent/Guardian (Name): ____ — Home Dominant Language: English

Parent/Guardian (Address): ____ — Student Home Phone: ____ — Parent Home Phone: ____

Surrogate: ____ — Parent Work Phone: ____ — Misc Phone: ____

Surrogate Address: ____ — Most Recent Eval Date: 1/8/2007 — Next Reeval Date: 1/8/2010

Reason for Meeting: ☐ Review Referral ☐ Plan Eval/Reeval ☒ …val/Reeval …ligibility ☒ Develop IEP ☐ Review or Revise IEP ☐ Conduct Annual Review ☐ Transition Planning ☐ Manifestation Determination ☐ Other...

Primary Disability: Other Health …

The next projected PPT meeting …

Eligible as a student in need … …ing a disability, and needs special education and related services) yes

Is this an amendment to …

If yes, what is the dat…

Amendments atta…

…ers Present (required)

AdminDesignee	Pat Atkin…	…eacher	Sherry Earle	OT	
Parent Guardian	Mrs. Lanza	…ych	Mike Ridley	PT	
Parent Guardian	Mr. Lanza	…Work		Agency	
Surrogate Parent		…eech Lang		Other	Denise Mendoza
Student		…uidance	Neil Culhane	Other	
Student's Reg Ed Teacher	Jennifer Huettner	Nurse		Other	

Done need to copy +

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

List of PPT Recommendations

1.Continue Adam's present program as planned (MATH,CHEMISTRY , ENGLISH and LATIN) in school with additional core academics cooridinated through special education case manager and mainstreamed teachers.
Adam will continue 10 hours of services per week.

Planning and Placement Team Meeting Summary

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Actions Proposed	Reasons for Proposed Actions	Evaluation procedures, assessments, records, or reports used as a basis for the actions proposed
Continue present program as planned. 10 hours of tutoring per week.	☒ Educational performance supports proposed actions ☒ Evaluation results support proposed actions ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met exit criteria ☐ Other	☒ Achievement 1/8/2007 ☐ Adaptive ☐ Classroom observation ☒ Cognitive 1/8/2007 ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Report Cards ☒ Review of Records 1/8/2007 ☐ Social Emotional Behavior ☒ Teacher 1/8/2007 ☐ Other

Actions Refused	Reasons for Refused Actions	Evaluation procedures, assessments, records, or reports used as a basis for the refusal
	☐ Educational performance support refusal ☐ Evaluation results support refusal ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Review of Records ☐ Social Emotional Behavior ☐ Teacher ☐ Other

Options considered rejected

☐ Full-time placment in general education with supplementary aids and services ☒ No other options considered and rejected ☐ Other...

Rationale for rejecting other options

☐ Options would not provide student with an appropriate program in the least restrictive envrionment ☐ Other...

Other factors that are relevant to this action

☐ There are no other factors that are relevant to this PPT decision ☒ Information/concerns shared by parents ☒ Information/preferences shared by student ☐ Other...

Exit information

☐ Date of exit from Special Education___ ☐ Returning to general education ☒ Reason for exiting Special Education____ graduation

Date these actions will be implemented (Minimum five school days from date parent received prior written notice)

Parents please note: Under the procedural safeguards of IDEA,a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections is enclosed with this document A copy of Procedural Safeguards in Special Education is available on school district website : http://www:newtown.k12.ct.us. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: www.state.ct.us/sde/deps/special/index.htm

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, parent/student reports, curriculum based and standardized assessments, observation, including CMT and CAPT results and student samples).

Parent and Student Input and Concerns

Adam's parents are concerned that Adam is unable to participate in general education. They are taking Adam to Yale Child Study Center and working with Dr. Fox regarding an obsessive /compulsive behaviors, anxiety and PDD spectrum behaviors, to help Adam with his learning.

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Academic Cognitive Language Arts Age appropriate			
Academic Cognitive Math Age appropriate			
Other Academic Cognitive Nonacademic Average ability			

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Behavioral/Social/Emotional Adam's anxiety disorder, Asperger's Syndrome, Compulsive Disorder and rigidity impact his learning in the regular education environment		difficulty with interpersonal relations with regard to social interactions, proximity of other students, anxiety regarding physical contact with someone in class or hallways.	Adam's disability impacts his abiity to take part in the general education curriculum.
Communication Adam has the ability to communicate but is unable to interact /communicate in the general classroom setting.		Rigidity interferes with his communication, difficulty with inferences, symbolism and interpretation	Adam's difficulty in communicating with others impacts his ability to take part in the general education curriculum.
Vocational and Transition			
Health and Development			
Fine and Gross Motor			
Activities of Daily Living			
Other			

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

TRANSITION PLANNING

1. ☒ **Not Applicable. Student has not reached the age of 15 and transition planning is not required or appropriate at this time.**
2. ☐ **This is the fist IEP to be in effect following the child's 15th birthday (or younger if appropriate and transition planning is required).**

3. **Student Preferences/Interests-document the following:**

a) Was the student invited to attend his/her Planning and Placement Team (PPT) meeting? no
b) Did the student attend? no
c) How were the student's preferences/interests, as the relate to planning for Transition Services determined?

☐ Age appropriate informal/formal assessment ☐ Comments at Meeting ☒ Other...
☐ Personal Interviews ☐ Functional Vocational Evaluations

d) Summarize student preferences/interests as they relate to planning for Transition Services:

4. **Anticipated Post Secondary Outcomes: (Check all that apply)**

☐ Post-Secondary Education ☐ Vocational Education ☐ Integrated Employment ☐ Adult Services ☐ Independent Living or Community Participation

5. **Agency Participation:** ☒ NA

a) Were any outside agencies invited to attend the PPT meeting? no (If no, specify reason)
b) If yes, did the agency's representative attend? no
c) Has any participating agency agreed to provide or pay for services/linkages? no (If yes, specify reason)

6. **Summary of the Transition Services recommended in this IEP and setting(s) where these services will be provided (Complete the items below that apply)**

a) ☐ An Employment/Post secondary goal and related objectives will be developed and implemented in the following setting(s): ☒ NA

☐ School Based Instruction/Activities ☐ Community Based Instruction/Activities

b) ☐ An Independent Living Goal and related objectives will be developed and implemented in the following setting(s):

☐ School Based Instruction/Activities ☐ Community Based Instruction/Activities

c) ☐ A Community Participation Goal and related objectives will be developed and implemented in the following setting(s):

☐ School Based Instruction/Activities ☐ Community Based Instruction/Activities

7. **If the student has transition goals and related objectives, respond to the following:** ☒ NA

a) The course of student needed to assist the child in reaching the transition goals and related objectives will include: (e.g. Student will be enrolled in college prep courses/student will participate in career awareness exploration classes):

b) The related services needed to assist the child in reaching the transition goals and related objectives will include:

c) The assistive technology devices and/or services needed to assist the child in reaching the transition goals and related objectives will include:

8. **At least one year prior to reaching age of 18, the student must be informed of their rights under IDEA which will transfer at age 18.**

9. **For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before : (specify date)**

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

Adam will master the curriculum of selected general education courses modified to meet his unique learning needs.

Eval Procedure 10
Perf Criteria G
Trials

4/07	6/07	11/07	1/08

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will participate in learning activities

Eval Procedure 11
Perf Criteria I
Trials 4/5

Objecitve #2

Adam will pass content assessments

Eval Procedure 1
Perf Criteria D
Trials

Objecitve #3

Adam will complete homework

Eval Procedure 9
Perf Criteria G
Trials

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments 2. Pre andPost Standardized Assessments 3. Pre and Post Base Line Data 4. Quizes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio 7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) 12. Other (specify) TEACHER REPORT/OBSERVATION	A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Scores E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other (Specify) J. Other (Specify) 4 OUT OF 5 ACTIVITIES

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992		1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Social/Behavioral — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

2 Adam will incease his time with others in a school setting

Eval Procedure 2 | 2/076/07 | 4/07 | 6/07 | 11/07

Perf Criteria e

Trials

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will attend tutoring in school for modified general education courses.

Eval Procedure 11

Perf Criteria e

Trials

Objecitve #2

Adam will move fromone classroom setting to another

Eval Procedure 11

Perf Criteria e

Trials

Objecitve #3

Adam will tolerate the presence of adults and/or age mates in his designated classrooms

Eval Procedure 11

Perf Criteria e

Trials

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments 2. Pre andPost Standardized Assessments 3. Pre and Post Base Line Data 4. Quizes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio 7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) 12. Other (specify) teacher observation	A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Scores E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other (Specify) J. Other (Specify)

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

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Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Program Accommodations and Modifications-INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable child: -To advance appropriately toward attaining his/her annual goals -To be involved in and make progress in the general education curriculum -To participate in extracurricular and other nonacademic activities, and -To be educated and participate with other children with and without disabilities Accommodations may include Assistive Technology Devices and Services	Sites/Activities Where Required and Duration
Materials Books Equipment alternative texts as appropriate for his unique learning needs	all subject areas for the duration of IEP
Tests Quizzes Assessments	
Grading	
Organization	
Environment Clean and free of distraction, minimize sensory distractions i.e visual, auditory, olfactory, kinesthetic. Provide generous personal space. Cleaning materials readily available.Limit uncontrolled informal personal interactions, inform school administration of Adam's aversive responses to emergency drills.	all subject areas and environments for the duration of the IEP
Behavioral Interventions and Support Conversations should be subject oriented, rather than personal	all subject areas and environments for the duration of the IEP
Instructional Strategies Minimizing metaphors, symbolism, interpretation-open ended questions, prepare Adam for changes	all subject areas and environments for the duration of this IEP
Other accommodations	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required) , frequency and duration

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include:

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

STATE AND DISTRICT TESTING AND ACCOMMODATIONS
The CMT/CAPT section or Districtwide section must be completed

CMT/CAPT-IDENTIFY THE GRADE OF THE STUDENT WHEN THE TEST IS SCHEDULED

Grade 10

CMT/CAPT-Identify the appropriate option

NA-No districtwide assessment is scheduled during this term of the IEP

***Complete the accommodations form (CMT/CAPT) for the standard administration only if necessary. File one electronically, attach one to the IEP and keep and copy for the teacher's file.**

****Exempt will only apply to a special education student who has also been identified as an English Language Learner and has been enrolled in a U.S. school for fewer than 10 school months AND the student has taken the Language Assessment Scales (LAS/LAS Links) at least once in that time period.**

DISTRICTWIDE ASSESSMENT-IDENTIFY THE GRADE OF THE STUDENT WHEN THE TEST IS SCHEDULED

DISTRICTWIDE ASSESSMENT-Identify the appropriate option

NA-No districtwide assessment is scheduled during this term of the IEP

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS

1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:

☒ NA
☐ An intervention plan has been developed
☐ IEP Goals and Objectives have been developed to address the behavior
☐ Other: (specify)

2. For student with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:

3. For students who are blind or visually impaired:

☒ NA

☐ Instruction in braille or the use of braille is being provided, as required

☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

4. For student's who are deaf or hard of hearing, the PPT determined (after considering the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode and considering whether the student requires assistive technology devices and services) that the following services are required:

NA

PROGRESS REPORTING

Consistent with grade level report cards

EXIT CRITERIA

Exit Criteria: Student will be exited from Special Education upon: Graduation

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education Services	Goals	Frequency	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
10 hours academic instruction	1,2	10 hours wk	Special Education	Special/Regular Ed	1/16/2007	1/7/2008	1	
Related Services								

Instructional Site 1. Regular Classroom 2. Resource/Related Service Room 3. Self-Contained Classroom 4. Community-Based 5. Other:

Description of Participation in General Education

1. Assistive Technology: Not required
2. Applied Voc Ed: NA
3. Physical Education: NA
4. Transportation: NA
5. Length of School Day (Specify):
6. Number of Days/Week (Specify):
7. Length of School Year (Specify):
8. Total School Hours/Week (Specify): 34.25
9. Special Education Hours/Week (Specify): 10
10. Hours per week the student will spend with children/students who do not have disabilities (time with nondisabled peers): 34.25
11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers? no
12. Extended School Year Services: Not Required

13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities including lunch, recess, transportation, etc., with students who do not have disabilities:

Applicable: Explain — Adam's anxiety and social emotional concerns impact his ability to take part in the general education environment at this time.

13. b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that s/he would attend if not disabled, the PPT must justify this removal from the regular education environment.

The IEP requires removal of the student from the regular education environment because Adam requires more intensive service than provided for in a regular education classroom at this time.

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to b removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the Individuals with Disabilities Education Act.

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Required Data Collection

(Collect at the initial development of an IEP and subsequent Annual Reviews: Not a component of the IEP)

For Children 3 to 5 years of age

Date the PPT met to write the original IEP **Effective date of the child's original IEP (date first service began):**

Did the child receive Birth to Three Services?

If the effective date of original IEP (date first services began) was not on or before the child's third birthday, why?

Placement/Settings for 3-5 year olds **In-District**

Education Placement 3 to 21 years of age

1. Education Location (3-21 year olds:

- ☐ Approved, Private Sp. Ed. Program
- ☐ Comm. Based Pre-K
- ☐ Endowed and Incorporated Academy*
- ☐ Head Start
- ☐ Hospital or Homebound
- ☒ In-District
- ☐ Magnet
- ☐ Non-approved Sp. Ed. Program
- ☐ Other Private Agency
- ☐ Other Public School District
- ☐ Out of State
- ☐ Parochial/Private School
- ☐ RESC (Special Ed Program) (Including Public Charter)

2. Primary Reason for Educational Location

- ☐ Charter School
- ☐ (Parental Choice)
- ☐ Inter-district Magnet
- ☐ (Parental Choice)
- ☐ Open Choice
- ☐ (Parent Placement)
- ☐ Court Order Following Due Process
- ☐ Interim Alternative Education Setting (IAES)
- ☐ Parent/BOE Placement Resolution
- ☐ CTHSS (Parental Choice)
- ☐ Mediation Agreement
- ☐ PPT
- ☐ Due Process Hearing Decision
- ☐ Medical (Hospital/Homebound)
- ☐ Service plan only (Parent Placement)
- ☐ Expulsion
- ☐ None (Awaiting Placement)
- ☐ Homeless
- ☐ Non-Educational Restriction / Treatment Boundary
- ☐ Vo-Ag School (Parental Choice)

2a. If above response is "noneducational restriction/treatment boundary", who established the restriction/boundary?

☐ DCF ☐ DMR ☐ Department of Mental Health and Addiction Services ☐ Judicial Department ☐ Physician

3. If student doesn't live at home, where does he/she live?

- ☐ Correctional Facility
- ☐ Foster Home
- ☐ Hospital
- ☐ Municipal Detention Center
- ☐ Permanency Diagnostic Center
- ☐ Permanent Family Residence
- ☐ Private Detention Center
- ☐ Private Group Home
- ☐ Private Residential Treatment Center
- ☐ Public Group Home
- ☐ Public Residential Treatment Center
- ☐ Safe Home
- ☐ Supported housing
- ☐ Temporary Shelter
- ☐ Transitional Foster Home
- ☐ Other...

3a. If student is placed out of home for other than educational reasons, who was the placing agent?

- ☐ DCF
- ☐ DMR
- ☐ Department of Mental Health and Addiction Services
- ☐ Govt. of a Federally Recognized Native American Tribe
- ☐ Judicial Department
- ☐ Physician

Graduation

The student is projected to graduate in 4 years

(Check the box that applies at the annual review during the student's 9th grade)

Lanza	Adam	4/22/1992	Newtown Public Schools	1/8/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Goals and Objectives for this IEP

Academic/Cognitive Adam will general e(his unique View this Goal Page	Adam will participate in learning activities Adam will pass content assessments Adam will complete homework
Social/Behavioral 2 Adam w school set View this Goal Page	Adam will attend tutoring in school for modified general education courses. Adam will move fromone classroom setting to another Adam will tolerate the presence of adults and/or age mates in his designated classrooms

NEWTOWN PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date of Invitation 8/24/2007

M/M PeterLanza
Name of Parent Guardian Student

36 Yogananda Street
Street Address

Town	**State**	**Zip Code**
Newtown	Ct	06470

Dear M/M PeterLanza

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:

Student Name	**DOB**	**ID Number**
Adam Lanza	4/22/1992	4540585068

Date of PPT 8/27/2007 **Time** 12:30 PM **Location** A103 Sp Ed HighSchool

Purpose of this meeting is to: (check all that apply)

- ☐ discuss a referral to special education and consider/plan an evaluation.
- ☐ review evaluation results and determine eligibility for special education.
- ☒ develop, review or revise the IEP.
- ☐ conduct an Annual Review.
- ☐ plan reevaluation to determine eligibility for special education and related services.
- ☐ review reevaluation to determine eligibility for special education and related services.
- ☐ conduct a Manifestation Determination.
- ☐ consider transition needs/services-student will be invited to attend the meeting and: (check all below that apply)
- ☐ transition goals and objectives in the IEP will be developed/reviewed/revised.
- ☐ the agency representative(s) listed below will be invited to attend to assist in transition planning.
- ☐ other

The following persons have been invited:

administrator	Pat Atkinson	**name title**	Nurse
reg ed teacher	Kim Lowell	**name title**	Mike Riddley - Psychologist
special ed teacher	Sherry Earle	**name title**	
student	Adam Lanza	**name title**	
name and title	Jeff Tolson Guidance	**name title**	

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individual to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

Sincerely,

Patricia Atkinson Dept Chairman
Name With Title

If you have any questions or wish to reschedule the meeting please contact me at: 426-7690
Phone number

- ☒ A copy of the Procedural Safeguards in Special Education is enclosed.
- ☐ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact Sally Lynch at 203-426-7626.
- ☐ A copy of this notice has been sent to the parent(s). (This is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must be sent to the student with a copy to the parents.)

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: High School — Age: 15 — Current Grade: 10 — High School Credits: ___ — Gender: male

Home School: yes — Specify: ___ — Race Ethnicity: White

School Next Year: High School — Home School: yes — Specify: ___ — If your school district does not have its own high school, is the student attending his/her designated high school? ___

ID Number: 4540585068 — Case Manager: Special Ed Teacher

Student Address: 36 Yogananda Street, Newtow, CT 06472 — Student Instructional Language: English

Parent/Guardian (Name): Nancy Lanza — Home Dominant Language: English

Parent/Guardian (Address): 36 Yogananda Street, Newtow, CT 06472 — Student Home Phone: 203-426-8167 — Parent Home Phone: 203-426-8167

Surrogate: ___ — Parent Work Phone: 232-4723 Dad — Misc Phone: 733-0943

Surrogate Address: ___ — Most Recent Eval Date: 1-8-2007 — Next Reeval Date: 1-8-2010

Reason for Meeting:
- ☐ Review Referral
- ☐ Plan Eval/Reeval
- ☐ Review Eval/Reeval
- ☐ Determine Eligibility
- ☐ Develop IEP
- ☒ Review or Revise IEP
- ☐ Conduct Annual Review
- ☐ Transition Planning
- ☐ Manifestation Determination
- ☒ Other...

Primary Disability: Other Health Impairment

The next projected PPT meeting date is: 5-28-2008

Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services): yes

Is this an amendment to an IEP? no

If yes, what is the date of the IEP being amended? ___

Amendments attached: no

Team Members Present (required)

AdminDesignee	Jan Calabro	Spec Educ Teacher	Sherry Earle	OT	
Parent Guardian	Ms. Nancy Lanza	School Psych	Mike Ridley	PT	
Parent Guardian		Social Work		Agency	
Surrogate Parent		Speech Lang		Other	Jason Hiuro, Assistant Principal
Student		Guidance	Jeff Tolson	Other	Chris Canfield, A. Chervansky, Kim Lowell
Student's Reg Ed Teacher	Rory Perry	Nurse	Kathy Kloeblen	Other	Pat Atkinson, SPED Dept. Chair

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

List of PPT Recommendations

Adam continues to be identified as a student with special education needs.
IEP goals and objectives will be implemented.
Adam will be re-admitted as a full-time student at Newtown High School.
For points of clarification, Adam will e-mail his teachers directly.
The school personnel who work with Adam are all aware of Adam's needs and learning profile.
Adam will utilize standard school equipment .
Mr. Ridley will be a liason between guidance and Adam.
Assignment of an EA/interb. one period/day. to observe functioning of groups.

Planning and Placement Team Meeting Summary

Standard school equipment is appropriate and preferred. This recommendation negates the former recommendation regarding a laptop for Adam's exclusive and individual use.

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Actions Proposed	Reasons for Proposed Actions	Evaluation procedures, assessments, records, or reports used as a basis for the actions proposed
Adam be admitted to Newtown High School as a full-time student. Implement IEP Goals and objectives Assignment of an EA/intern for 1 pd/day to observe functioning of groups	☒ Educational performance supports proposed actions ☐ Evaluation results support proposed actions ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met exit criteria ☐ Other	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☒ Health/Medical 8/27/2007 ☐ Motor ☐ Report Cards ☐ Report Cards ☒ Review of Records 5-29-2007 ☐ Social Emotional Behavior ☒ Teacher 5-29-2007 ☒ Other progress report/parent reportteacher

Actions Refused	Reasons for Refused Actions	Evaluation procedures, assessments, records, or reports used as a basis for the refusal
	☐ Educational performance support refusal ☐ Evaluation results support refusal ☐ Previous IEP goals and objectives satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other	☐ Achievement ☐ Adaptive ☐ Classroom observation ☐ Cognitive ☐ Communication ☐ Developmental ☐ Health/Medical ☐ Motor ☐ Report Cards ☐ Review of Records ☐ Social Emotional Behavior ☐ Teacher ☐ Other

Options considered rejected

☐ Full-time placment in general education with supplementary aids and services ☒ No other options considered and rejected ☐ Other...

Rationale for rejecting other options

☐ Options would not provide student with an appropriate program in the least restrictive envrionment ☐ Other...

Other factors that are relevant to this action

☒ There are no other factors that are relevant to this PPT decision ☐ Information/concerns shared by parents ☐ Information/preferences shared by student ☐ Other...

Exit information

☐ Date of exit from Special Education___ ☐ Returning to general education ☐ Reason for exiting Special Education____

Date these actions will be implemented (Minimum five school days from date parent received prior written notice) 9/4/2007

arents please note: Under the procedural safeguards of IDEA,a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections is enclosed with this document A copy of Procedural afeguards in Special Education is available on school district website : http://www:newtown.k12.ct.us. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the istrict's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other esources contact SERC (800-842-8678) or go to: www.state.ct.us/sde/deps/special/index.htm

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, parent/student reports, curriculum based and standardized assessments, observation, including CMT and CAPT results and student samples).

Parent and Student Input and Concerns

ls. Lanza expressed gratitude for the work that has been done on Adam's behalf at NHS. She expressed a fear that Adam will not report difficulties he encounters during ie school day. She said that due to Adam's sensory-motor integration deficit, he may not realize that he is injured. Ms. Lanza reported that Adam would like to be treated as "regular" student.

Area riefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Academic Cognitive Language Arts ge appropriate			
Academic Cognitive Math ge appropriate			
)ther Academic **:ognitive Nonacademic** ge appropriate			

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Behavioral/Social/Emotional			
Adam has a high level of anxiety, OCD concerns and sensory issues identified by Dr. Fox (letter 11/05)		Adam's ability to function during the school day is negatively impacted by his anxiety, compulsions and sensory issues.	Academic, elective and extracurricular activites need to be modified to reduce stressors so Adam can participate in the educational experience at school.
Communication			
Adam's communication is not "socially sensitive". He is very literal (WICS-IV Comprehension Scaled Score 7) 12/06		Difficulty with common sense reasoning, ability to address social concerns, and literal understanding interfere with Adam's communication.	Communication difficulties impact comprehension and self-advocacy to the degree that Adam needs services not typically offered in a mainstream classroom.
Vocational and Transition			
age appropriate			
Health and Development			
Fine and Gross Motor			
Adam has demonstrated some large motor deficits, i.e. dropping things, tripping		Adam's motor and senory deficits may lead to injury.	Adam's lack of self-advocacy tied with motor skill deficits make it necessary for adults in school to moniter his physical well-being
Activities of Daily Living			
age appropriate			
Other			

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

TRANSITION PLANNING

1. ☐ **Not Applicable. Student has not reached the age of 15 and transition planning is not required or appropriate at this time.**
2. ☒ **This is the first IEP to be in effect following the child's 15th birthday (or younger if appropriate and transition planning is required).**

3. **Student Preferences/Interests-document the following:**

   a) Was the student invited to attend his/her Planning and Placement Team (PPT) meeting? yes
   b) Did the student attend? no
   c) How were the student's preferences/interests, as the relate to planning for Transition Services determined?

   ☐ Age appropriate informal/formal assessment ☐ Comments at Meeting ☒ Other...
   ☐ Personal Interviews ☐ Functional Vocational Evaluations

   d) Summarize student preferences/interests as they relate to planning for Transition Services:

4. **Anticipated Post Secondary Outcomes: (Check all that apply)**

   ☒ Post-Secondary Education ☐ Vocational Education ☐ Integrated Employment ☐ Adult Services ☐ Independent Living or Community Participation

5. **Agency Participation:** ☒ NA

   a) Were any outside agencies invited to attend the PPT meeting? (If no, specify reason)
   b) If yes, did the agency's representative attend?
   c) Has any participating agency agreed to provide or pay for services/linkages? (If yes, specify reason)

6. **Summary of the Transition Services recommended in this IEP and setting(s) where these services will be provided (Complete the items below that apply)**

   a) ☐ An Employment/Post secondary goal and related objectives will be developed and implemented in the following setting(s): ☐ NA

   ☒ School Based Instruction/Activities ☐ Community Based Instruction/Activities

   b) ☐ An Independent Living Goal and related objectives will be developed and implemented in the following setting(s):

   ☒ School Based Instruction/Activities ☐ Community Based Instruction/Activities

   c) ☐ A Community Participation Goal and related objectives will be developed and implemented in the following setting(s):

   ☒ School Based Instruction/Activities ☐ Community Based Instruction/Activities

7. **If the student has transition goals and related objectives, respond to the following:** ☐ NA

   a) The course of student needed to assist the child in reaching the transition goals and related objectives will include: (e.g. Student will be enrolled in college prep courses/student will participate in career awareness exploration classes):

   Student will be enrolled in college level classes

   b) The related services needed to assist the child in reaching the transition goals and related objectives will include:

   School based instructional activities

   c) The assistive technology devices and/or services needed to assist the child in reaching the transition goals and related objectives will include:

8. **At least one year prior to reaching age of 18, the student must be informed of their rights under IDEA which will transfer at age 18.**

9. **For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before : (specify date)**

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Program Accommodations and Modifications-INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable child: -To advance appropriately toward attaining his/her annual goals -To be involved in and make progress in the general education curriculum -To participate in extracurricular and other nonacademic activities, and -To be educated and participate with other children with and without disabilities Accommodations may include Assistive Technology Devices and Services	Sites/Activities Where Required and Duration
Materials Books Equipment	
Tests Quizzes Assessments Time and a half for non-standardized assessments	In all classes until the next annual review
Grading	
Organization Provide class time for Adam to write down assignments	In all classes until the next annual review
Environment Reduce distracting sensory stimuli - noise, odors, visual, etc.	In all classes until the next annual review
Behavioral Interventions and Support Provide ample physical space Avoid physical contact	In all classes until the next annual review In all classes until the next annual review
Instructional Strategies Extremely explicit directions for all assignments Periodically have Adam repeat directions to check for comprehension If Adam hesitates to complete a task, prompt his response or ask for his reason for hesitation	In all classes until the next annual review
Other accommodations Allow (or direct) Adam to go to guidance, the Library Media Center or the SPED office if he is feeling stressed or showing signs of anxiety	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required) , frequency and duration

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include:

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

STATE AND DISTRICT TESTING AND ACCOMMODATIONS
The CMT/CAPT section or Districtwide section must be completed

CMT/CAPT-IDENTIFY THE GRADE OF THE STUDENT WHEN THE TEST IS SCHEDULED

Grade 10

CMT/CAPT-Identify the appropriate option

Standard Administration

***Complete the accommodations form (CMT/CAPT) for the standard administration only if necessary. File one electronically, attach one to the IEP and keep and copy for the teacher's file.**

****Exempt will only apply to a special education student who has also been identified as an English Language Learner and has been enrolled in a U.S. school for fewer than 10 school months AND the student has taken the Language Assessment Scales (LAS/LAS Links) at least once in that time period.**

DISTRICTWIDE ASSESSMENT-IDENTIFY THE GRADE OF THE STUDENT WHEN THE TEST IS SCHEDULED

DISTRICTWIDE ASSESSMENT-Identify the appropriate option

NA-No districtwide assessment is scheduled during this term of the IEP

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS

1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:

☒ NA
☐ An intervention plan has been developed
☐ IEP Goals and Objectives have been developed to address the behavior
☐ Other: (specify)

2. For student with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:

NA

3. For students who are blind or visually impaired:

☒ NA

☐ Instruction in braille or the use of braille is being provided, as required

☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.

4. For student's who are deaf or hard of hearing, the PPT determined (after considering the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode and considering whether the student requires assistive technology devices and services) that the following services are required:

NA

PROGRESS REPORTING

Consistent with grade level report cards

EXIT CRITERIA

Exit Criteria: Student will be exited from Special Education upon: Ability to succeed in Regular Education without Special Education Support

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education Services	Goals	Frequency	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
Academic support	1, 3	34.25hrwk	sp ed teacher	general ed teachers	9/4/2007	5/28/2008	1	regular education
Related Services								
Academic support	2	.5 hr/week	Sp Ed Teacher	Sp Ed teacher	9/4/2007	5/28/2007	1	consultation

Instructional Site 1. Regular Classroom 2. Resource/Related Service Room 3. Self-Contained Classroom 4. Community-Based 5. Other:

Description of Participation in General Education: Adam will participate fully in general education. Time with the SPED teacher will be before or after school hours.

1. **Assistive Technology**: Not required
2. **Applied Voc Ed**: Regular
3. **Physical Education**: Special (specify) No PE until Adam has been sucessful
4. **Transportation**: Regular
5. **Length of School Day (Specify)**: standard
6. **Number of Days/Week (Specify)**: standard
7. **Length of School Year (Specify)**: standard
8. **Total School Hours/Week (Specify)**: 34.25
9. **Special Education Hours/Week (Specify)**: 34.25
10. **Hours per week the student will spend with children/students who do not have disabilities (time with nondisabled peers)**: 34.25
11. **Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers?** no
12. **Extended School Year Services:** Required: Continue to implement the current IEP

13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities including lunch, recess, transportation, etc., with students who do not have disabilities:

Not Applicable: Student will participate fully

13. b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that s/he would attend if not disabled, the PPT must justify this removal from the regular education environment.

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to b removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the Individuals with Disabilities Education Act.

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Required Data Collection

(Collect at the initial development of an IEP and subsequent Annual Reviews: Not a component of the IEP)

For Children 3 to 5 years of age

Date the PPT met to write the original IEP **Effective date of the child's original IEP (date first service began):**

Did the child receive Birth to Three Services?

If the effective date of original IEP (date first services began) was not on or before the child's third birthday, why?

Placement/Settings for 3-5 year olds **In-District**

Education Placement 3 to 21 years of age

1. Education Location (3-21 year olds:

- ☐ Approved, Private Sp. Ed. Program
- ☐ Comm. Based Pre-K
- ☐ Endowed and Incorporated Academy*
- ☐ Head Start
- ☐ Hospital or Homebound
- ☒ In-District
- ☐ Magnet
- ☐ Non-approved Sp. Ed. Program
- ☐ Other Private Agency
- ☐ Other Public School District
- ☐ Out of State
- ☐ Parochial/Private School
- ☐ RESC (Special Ed Program) (Including Public Charter)

2. Primary Reason for Educational Location

- ☐ Charter School
- ☐ (Parental Choice)
- ☐ Inter-district Magnet
- ☐ (Parental Choice)
- ☐ Open Choice
- ☐ (Parent Placement)
- ☐ Court Order Following Due Process
- ☐ Interim Alternative Education Setting (IAES)
- ☐ Parent/BOE Placement Resolution
- ☐ CTHSS (Parental Choice)
- ☐ Mediation Agreement
- ☒ PPT
- ☐ Due Process Hearing Decision
- ☐ Medical (Hospital/Homebound)
- ☐ Service plan only (Parent Placement)
- ☐ Expulsion
- ☐ None (Awaiting Placement)
- ☐ Homeless
- ☐ Non-Educational Restriction / Treatment Boundary
- ☐ Vo-Ag School (Parental Choice)

2a. If above response is "noneducational restriction/treatment boundary", who established the restriction/boundary?

☐ DCF ☐ DMR ☐ Department of Mental Health and Addiction Services ☐ Judicial Department ☐ Physician

3. If student doesn't live at home, where does he/she live?

- ☐ Correctional Facility
- ☐ Foster Home
- ☐ Hospital
- ☐ Municipal Detention Center
- ☐ Permanency Diagnostic Center
- ☐ Permanent Family Residence
- ☐ Private Detention Center
- ☐ Private Group Home
- ☐ Private Residential Treatment Center
- ☐ Public Group Home
- ☐ Public Residential Treatment Center
- ☐ Safe Home
- ☐ Supported housing
- ☐ Temporary Shelter
- ☐ Transitional Foster Home
- ☐ Other...

3a. If student is placed out of home for other than educational reasons, who was the placing agent?

- ☐ DCF
- ☐ DMR
- ☐ Department of Mental Health and Addiction Services
- ☐ Govt. of a Federally Recognized Native American Tribe
- ☐ Judicial Department
- ☐ Physician

Graduation

The student is projected to graduate in 4 years

(Check the box that applies at the annual review during the student's 9th grade)

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Measurable Annual Goal* (Linked to Present Levels of Performance)

#1 Adam will master the curriculum of selected general education courses modified to meet his unique learning needs.

Eval Procedure 10
Perf Criteria G
Trials

11/07	2/08	4/08	6/08

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will participate in learning activities.

Eval Procedure 11
Perf Criteria G
Trials

Objecitve #2

Adam will pass content assessments.

Eval Procedure 1
Perf Criteria D
Trials

Objecitve #3

Adam will complete homework.

Eval Procedure 9
Perf Criteria G
Trials

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify)	
12. Other (specify) teacher observation	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Social/Behavioral — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

#2 Adam will increase his tolerance for the normal school setting.

Eval Procedure 10
Perf Criteria E
Trials

11/07	2/08	4/08	6/08

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will attend mainstream education courses.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Objecitve #2

Adam will move independently from one classroom setting to another.

Eval Procedure 11
Perf Criteria G
Trials

Objecitve #3

Adam will tolerate the presence of adults and/or age-mates in his designated classrooms.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments 2. Pre andPost Standardized Assessments 3. Pre and Post Base Line Data 4. Quizes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio 7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) 12. Other (specify) teacher observation	A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Scores E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other (Specify) J. Other (Specify)

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

#3 Adam will increase his use of technology.

Eval Procedure 10
Perf Criteria E
Trials 4/5

11/07	2/08	4/08	6/08

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will use a word processor for academic assignments.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Objecitve #2

Adam will send and receive email.

Eval Procedure 11
Perf Criteria E
Trials 4/5

Objecitve #3

Adam will use the Internet to complete research for academic assignments

Eval Procedure 11
Perf Criteria E
Trials 4/5

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments 2. Pre andPost Standardized Assessments 3. Pre and Post Base Line Data 4. Quizes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio 7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) 12. Other (specify) teacher observation	A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Scores E. Frequency/Trials F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other (Specify) J. Other (Specify)

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Student Name		
Lanza, Adam		
Student ID 10020012	Grade 10	Gender M
Birth Place **Exeter, NH**	Date Of Birth 04/22/92	
Parent Guardian **M/M Peter Lanza** 36 Yogananda St Sandy Hook, CT 06482 203-426-8167		

UNOFFICIAL TRANSCRIPT!!!

Enter Date: **08/01/06**
Leave Date:
Class Of: 2010

School Name/Address
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482
Tel: 203-426-7646 Fax: 426-6573
Counselor: **Tolson, Jeff**

M/M Peter Lanza
36 Yogananda St
Sandy Hook, CT 06482

Crs ID	Course Title	Mark	Credit
Grd 09 7/2007			
4051	CPA EARTH SCIENCE	85	1.000
6140	COMP APPL	96	0.500
Crd Att: 1.500 Cmp: 1.500			

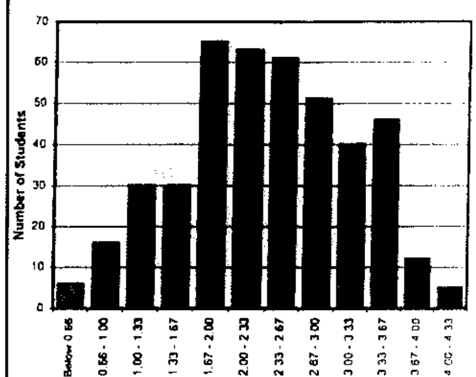
Work In Progress

Crs ID	Course Title	Credit
1032	HON ENGLISH II	1.000
2112	HON WLD RELIGIONS	0.500
2152	HON SOCIOLOGY	0.500
3082	HON INT MATH III	1.000
4373	AP PHYSICS B	1.000
4393	AP CHEMISTRY	1.000
5122	HON LATIN II	1.000
6772	COMPUTER REP OS	0.500
8999	SCH	

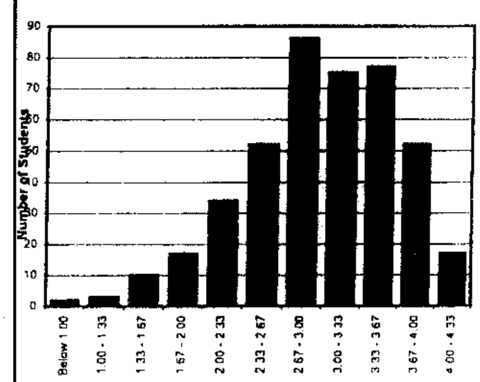
GPA Summary

Weighted GPA: 2.330
Unweighted GPA: 3.333
Unweighted NGA: 90.500

Class of 2010
Weighted GPA (0 - 5.5)
Academic Courses



Class of 2010
Unweighted GPA (0 - 4.33)
All Courses



Charts are based on 2nd Semester GPA

A 90 - 100 B 80 - 89 C 70 - 79 D 65 - 69 F below 65

L=Att. Penalty/No Cr. F=Failure/No Cr. A=Audit C=Cr. Only G=GPA Only

Comments:

Transcript is unofficial unless signed by a school official
Guidance Counselor

Date: 09/11/07

National School of Excellence

NEWTOWN HIGH SCHOOL
GUIDANCE DEPARTMENT
12 BERKSHIRE ROAD
SANDY HOOK, CT 06482
(203) 426-7651
FAX (203) 426-6573

September 10, 2007

Dear Students and Parents:

On the reverse side of this letter is a copy of your updated transcript through the second semester.

This transcript is a record of your courses and grades. Please make certain that all information, courses, credits and grades are correct.

Also, if you have any questions regarding the change to 20 credits required for graduation; the new 5.5 or 4.3 GPA's or the histograms, please feel free to contact me directly or your guidance counselor at 426.7651.

Sincerely,

Cathy Ostar
Director of Guidance

Sara Strait
ENGLISH 6 (08 - YR - 12345)
Crs:601 Sec:601-6C Per:08

Student Progress Report
Social Studies D

11/3/2003

newtown hs

Lanza, Adam

Student's Grade: 93% (A)

Weighted Type (Numeric Weighted Type)

#	Task Type (weighted)	Task Name	Score	Out Of	%	Letter Grade
1	Assessments	Prompt	82	100	82	B-
2	Assessments	Friendly Letter	100	100	100	A+
3	Assessments	Journal- Bully	85	100	85	B
4	Assessments	"Tuesday of the Ot...Quiz	100	100	100	A+
5	Assessments	Cricket in the Rd ? 5-7	100	100	100	A+
6	Assessments	Bully Project	100	100	100	A+
7	Assessments	Cricket Quiz	70	100	70	C-
8	Assessments	White Umbrella Fishb...?s	100	100	100	A+
9	Assessments	Spelling hwk-w/s	100	100	100	A+
10	Assessments	Spelling Test	92	100	92	A-
11	Assessments	WC p. 578 classw...0dds	100	100	100	A+
12	Assessments	Comma Quiz	104	100	104	A+
13	Assessments	All-American Slurp Quiz	90	100	90	A-
14	Assessments	Punctuation TEST	90	100	90	A-
15	Assessments	Talking Tree Story	79	100	79	C+
16	Assessments	Summary-AAS	100	100	100	A+

Cricket Quiz: 70 out of 100 (70%)
parent signature required-yes and corrected from 68

Sara Strait
SOC ST 6 (03 - YR - 12345)
Crs:602 Sec:602-6C Per:03

Student Progress Report
Social Studies D

11/3/2003

newtown hs

Lanza, Adam **Student's Grade: 99% (A+)**

Weighted Type (Numeric Weighted Type)

#	Task Type (weighted)	Task Name	Score	Out Of	%	Letter Grade
1	Assessments	Mission Statement	100	100	100	A+
2	Assessments	Ancestry Project	100	100	100	A+
3	Assessments	Find it Worksheet	100	100	100	A+
4	Assessments	Diversity Test	95	100	95	A
5	Assessments	CLimate Graphic Organizer	100	100	100	A+
6	Assessments	CLimate Project	100	100	100	A+
7	Assessments	5 Themes- notes- hwk	100	100	100	A+
8	Assessments	Real Address	100	100	100	A+
9	Assessments	Flight	92	100	92	A-

Adam Lanza
1/11/2007

I believe that I should be admitted to the Advanced Placement United States History class primarily for the four following reasons:

I consider myself to be at least moderately self-motivated. I am actively teaching CSS to myself for XHTML-compliant web design. I plan on completing my current textbook and the proceeding textbook within the next few months. By that point, I will have gone through material that is pertinent to the design of basic professional websites. I have no reason to learn this other than that I am interested in it.

I also am not satisfied if information related to me is not profound enough. I could not learn anything from the ninth grade history textbook because it did not explain events to a sufficient extent and did not analyze the implementations of the events. Instead of reading through that textbook, I requested that the class be arranged for me so that I could go completely through a world history textbook, spanning from the history of Sumer to the Cold War. A recent example of when I myself wanted for an assignment to be completed in depth is when my Computer Repair Operating Systems class had to write a guide on anything in Windows Vista. Other students in the class selected their topics and typed two to four page reports. I chose to type everything about Internet Options under the Control Panel, and spent five consecutive hours typing 11 pages of formatted text which was not double-spaced. I am able to, however, adhere to any limits in length when they are imposed on me.

An additional trait which I believe I possess is an enjoyment of United States history. I frequently read about topics such as presidents, United States intervention in the world, the state of the economy in different periods (And their causes), and the country's history in general. This last summer of 2007, I borrowed 24 audio cassettes from a library. They were labeled as "Great Presidents". Each cassette contained two thirty-minute lectures on what the author considered to be the greatest sixteen presidents, spoken of in their chronological order: George Washington, Thomas Jefferson, Andrew Jackson, James Polk, Abraham Lincoln, Theodore Roosevelt, Woodrow Wilson, Franklin Roosevelt, Harry Truman, John Kennedy, Lyndon Johnson, and Ronald Reagan. Even though I did not agree with all of his assertions, the lectures were informative, sufficiently objective, and entertaining. I merely decided to listen to them because I am entertained by United States history.

Finally, I also enjoy challenges. The most prominent example of this was when, in the eighth grade, I taught chemistry to myself. I read through topics such as hybridization orbitals and other quantum mechanics-related phenomena when there was no actual reason to learn them, other than that learning them entertained me.

Although I have not had an official class this year relating to history, I believe that I should be at least considered for admission to the class. I plan on going through another world history textbook before September, 2008, which I came across recently when I was organizing a few shelves. In addition, there are a few other general textbooks about the presidents and United States history that I will read by the time that the class will have initiated.

Adam Lanza

Mister Perry

English II (Period 4)

September 21, 2007

An Illusory Incident

Imagine a scene where a man in a uniform preaches to hundreds of people who, at times, recite his every word. Carcinogenic substances are periodically released into the air as children are encouraged to consume alcoholic beverages. This is all contained by a structure that seems to be built to last through a missile attack. It appears as though this is a cult which has disassociated from society, but a closer inspection reveals it to be Saint Rose School in Fairfield County, Connecticut. It still has the effects of a cult on its followers, however. The hundreds of spectators are actually students and teachers, ~~although teaching cannot be seen at this time.~~ I used to be included in that crowd. I would despondently groan at the sight of the excessive materialism as I would examine all around me. Looking at, not out, one of the many ornate windows which did not even let very much light inside was an appropriate metaphor for my circumstance. It was a majestically valiant object which did not serve its role. I wondered how these hundreds of people could be mystified as to what a school is actually intended to do.

Much improved intro!

And what is the benefit of this incident? The structure, or otherwise known as a church, has such a distance between the ceiling and floor that hundreds more could fit inside if there was a platform to stand on. It would not be difficult to install, considering that nothing occupies that vast space. I would wonder if this was where my family's $500.00 admission fee per month went to. Perhaps it was the $250.00 from the

undisclosed, but mandatory, "Parent's Fund" that funded this. It could also be the hundreds of dollars that the church harassed my parents over to donate. However, it may be that the money went to the quality curriculum.

This paragraph needs more detail!

Is the curriculum actually of good quality, though? My peers and I would be in that discouraging church for at least a few hours every week, and had been taught further of this religion for an hour every day. Not of exciting topics such as how it spread through the Roman Empire even though its followers had previously been persecuted, but that various figures were able to cure blindness and heal wounds instantaneously, all while delivering a convenient homily or two. Fortunately, I always could learn of those topics and more on my own during one of the many religious holidays that I would have off from school.

Awkward!

When in that chapel, however, I would continue in my ritual with everyone else; a ritual which is sketchily funded. Shortly after, I would always be able to go to my classes for a couple of hours of instruction. Hearing the explanation of "God made it that way," again when someone asks a question is not as depressing as sitting in the church, at least in my mind. Oblivious to most of the students, that noble church had been slowly misleading them. Only in a figurative sense, though. Literally, the service would end, and we would be led away from the church to get to our religion class.

56.5/75

You need to provide more specific examples from your life! See me!

Adam Lanza
English II
September 4, 2007

An Illusory Incident

Imagine a scene where a man in a uniform preaches hundreds of people who, at times, recite his every word. Carcinogenic substances are periodically released into the air as children are encouraged to consume alcoholic beverages. This is all contained by a structure that appears to be built to last through a missile attack. It appears as though this is indeed a cult which has disassociated from society, but a closer inspection reveals it to be Saint Rose School in Fairfield County, Connecticut. It still has the effects of a cult on its followers, however. The hundreds of spectators are actually students and teachers, although teaching cannot be seen at this time. One of the students sighs at the excessive materialism as she looks at one of the ornate windows, which does not even let very much light inside. The priest is quickly brought back to attention as the reciting once again begins.

And what is the benefit of this incident? The structure, or otherwise known as a church, has such a distance between the ceiling and floor that hundreds more could fit inside if there was a second floor. The little girl looks at the window again, out into a world which she cannot see through the glass, and wonders if this is where her $500.00 admission fee per month went to. Perhaps it was the $250.00 from the undisclosed, but mandatory, "Parent's Fund" that created this. It could also be the hundreds of dollars that the church harassed her parents over to donate. However, it may be that the money went to the quality curriculum.

Is the curriculum actually of good quality, though? She and her peers must be in this church at least a few hours every week, and must be taught further of their religion for an hour every day. Not of exciting topics such as how it spread through the Roman Empire even though its followers had previously been persecuted, but that various figures were able to cure blindness and heal wounds instantaneously. Perhaps she can learn of those topics on her own during one of the many religious holidays that she has off from school.

For now, however, she must continue with her ritual; a ritual which is sketchily funded. Soon she will go to her classes for her couple of hours of instruction. Hearing the explanation of "God made it that way," again when someone asks a question is not as bad as sitting in the church, in her mind. She was not the only student that could not see through the window. A few others were cautiously looking to the side, until they were reminded by the priest to be devoted and keep their eyes on the prize. Oblivious to most of the students, their noble church is slowly misleading them. Only in a figurative sense, though. Literally, the service has just ended, and they are being led away from the church to get to their religion class.

Build into a thesis and introduce the main characters

Awkward!

18.75 / 25

Adam what are you trying to prove? This is a highly symbolic and well written piece but I do not see it as a personal narrative! You have not established a theme at the end of the intro! In addition, you have not even introduced yourself! Perhaps you should write the narrative on an issue involving you and the church!

Learning:

√ Circuitry
√ C++
√ CSS & Javascript & PHP
√ Networking
O Precalculus
O Calculus
√ World History
√ US History
√ US Presidents
O Government Structure
~ Macro economics
~ Accounting
O Physics
O Statistics
√ Mathematical Logic

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
WRITTEN PRIOR NOTICE

Meeting Date: 10/19/99

1. **Action which is proposed by the PPT:** ☐ Conduct an Initial Evaluation ☐ Conduct a Reevaluation ☒ Implement IEP dated: 10/19/99
   ☐ Revise IEP dated: ______ ☐ Determine that student is not eligible for Sp. Ed. /Related Services ☐ Determine that student is eligible for Sp. Ed. /Related Services
   ☐ Placement: (specify) ______ ☒ Discontinue services: (specify) Occupational Therapy ☐ Exit from Special Education
   ☐ Other: (specify) ______

   Action which is refused by the PPT: ☒ NA, no action(s) refused by the PPT ☐ Action(s) refused: (specify) ______

2. **Reasons why the PPT made this decision:** ☒ Evaluation results support action recommended ☐ Educational performance supports action recommended
   ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria in IEP ☐ Other: (specify) ______

3. **Other options which the PPT considered and rejected in favor of the decision made:** ☐ Full-time placement in general education with supplementary aids and services (e.g. resource room, itinerant instruction) ☒ No other options were considered and rejected ☐ Options considered and rejected: (specify) ______

4. **Reason(s) why the PPT rejected these other options (3 above):** ☒ NA, no other options were considered and rejected ☐ Options would not provide student with an appropriate program in the Least Restrictive Environment ☐ Other: (specify) ______

5. **Describe any Evaluation Procedures, Tests, Records or Reports the PPT used as a basis for its decision:** ☐ Report Card(s) ☒ Teacher Reports ☐ Review of Records
   ☐ Cognitive: (dated) ______ ☐ Classroom Observation: (dated) ______ ☐ Health/Med.: (dated) ______ ☒ Motor: (dated) 10/99
   ☒ Communication: (dated) 10/99 ☐ Achievement: (dated) ______ ☐ Social/Emotional/Behavioral: (dated) ______
   ☐ Developmental: (dated) ______ ☐ Adaptive: (dated) ______ ☐ Other: (specify) ______

6. **Describe any other factors that are relevant to the PPT's decision:** ☒ Information/concerns shared by parents ☐ Information/preferences shared by the student
   ☐ There are no other factors that are relevant to the PPT decision ☐ Other: (specify) ______

<u>Parents please note:</u> You have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA). A copy of Procedural Safeguards in Special Education which explains these protections [☐ **was made available at the meeting** ☒ **is enclosed with this document**]. If you need assistance in understanding the provisions of IDEA, please contact your child's principal or the district's special education director.

Student: [illegible] DOB: [illegible]

INDIVIDUALIZED EDUCATION PROGRAM

10/19/99

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Classroom Performance/Parent Reports/Assessment Results

1. Health & Development (Including Vision/Hearing): ☒ Typical ☐ Other: (specify)

2. Academic/Cognitive: Teacher reports 10/99

3. Social/Emotional/Behavioral: ☒ Age/grade appropriate ☐ Other: (specify)

4. Motor: ☒ Age appropriate ☐ Other: (specify) Occupational Therapy 10/99

5. Communication: ☐ Age appropriate ☐ Other: (specify) Speech/Language evaluation 10/99

6. Activities of Daily Living: ☒ Age appropriate ☐ Other: (specify)

7. Vocational: ☒ NA due to age ☐ Other: (specify)

Strengths

Age appropriate fine motor and visual-motor skills

Improvement in articulation of many sounds

Concerns/Needs

Misarticulation of /r/ sound, /th/ sound impacts intelligibility

8. Describe how the student's disability affects her/his involvement and progress in the general curriculum or participation in appropriate preschool activities:
Adam's speech articulation difficulties impacts his ability to make his needs known in the regular classroom setting without support.

9. Is the student eligible for special education services? ☒ Yes ☐ No

10. If Yes, what is the Exceptionality? Speech/Language Disorder

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: [illegible]

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☑ Communication ☐ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☐ Other: (specify) ________

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1 Dec	2 March	3 June	4 Oct
5 1999	6 2000	7 2000	8 2000

Measurable Annual Goal*: # I Adam will articulate all error-phonemes correctly in his spontaneous speech.

Eval. Procedure: 3,2
Perf. Criteria: 85% accuracy
(%, Trials, etc:)

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will correctly articulate the /ch/ phoneme in the initial position medial + final positions of words in his a) structured speech b) spontaneous speech

Eval. Procedure: 3
Perf. Criteria: 85% accuracy
(%, Trials, etc:) 85%

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Obj. # 2 Adam will correctly articulate /r/ in all 3 positions of words, in sentences, and in his structured and spontaneous speech

Eval. Procedure: 3
Perf. Criteria: 85% accuracy
(%, Trials, etc:)

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Obj # ____

Eval. Procedure: ______
Perf. Criteria: ______
(%, Trials, etc:) ______

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre & Post Standardized Assessment
3. Pre & Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. CMT/CAPT
9. Work Samples, Job Performance or Products
10. Achievement of Objectives *(Note: use with goal only)*
11. Other: (specify) ________
12. Other: (specify) ________

Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing Grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify) ________
J. Other: (specify) ________

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)* M = *Mastered* S = *Satisfactory Progress - Likely to achieve goal* U = *Unsatisfactory Progress - Unlikely to achieve goal* N = *No Progress - Will not achieve goal* NI = *Not Introduced* O = *Other: (specify)*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.

** It is recommended that, at a minimum, a goal and related objectives be developed for the area of Employment/Post Secondary Education if transition services are addressed.

*** Note: If transition services are addressed, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, (Item 4a) if a goal and related objectives are not developed for this area.

Goal Page # 1 of 1 Goal Pages

August 1998

Student: [illegible] DOB: [illegible]

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

SUMMARY: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education	Goal #	Hours/wk	Staff Responsible/Implementer	Start Date	End Date	Site
Speech/Language	1	.50	Speech/Lang Therapist	10/19/99	183 days	4
Related Services						
Regular Education						

Instructional Site: (Indicate all that apply)

1. *Regular Classroom*
2. *Resource Room*
3. *Self-contained Classroom*
4. *Related Service Office/Classroom*
5. *Community-based*
6. *Other: (specify)*________
7. *Other: (specify)*________

Note: Each Item Below (# 1 to 15) Must Include a Response:

1. Assistive Technology: ☒ N/A ☐ Required (specify) ______ ☐ See #15
2. Applied (Voc.) Educ.: ☐ Regular ☐ Special (specify) ______ ☒ N/A
3. Physical Education: ☒ Regular ☐ Special (specify) ______ ☐ N/A
4. Transportation: ☒ Regular ☐ Special (specify) ______ ☐ N/A
5. Length of School Day: ☒ Standard ☐ Other: (specify) ______
6. Total Hours/Week: ☒ Standard ☐ Other: (specify) ______
7. Number of Days/Week: ☒ Standard ☐ Other: (specify) ______
8. Length of School Year: ☒ Standard ☐ Other: (specify) ______
9. Spec. Educ. Hours/Week: .50 + Related Service Hours /Week: .00 + Regular Education Hours/Week: 29.50 = Total Education Hours/Week: 30.00
10. Extended School Year Services: ☒ Not Required ☐ Required: See Page 1, "List of PPT Recommendations" for details of services to be provided ☐ Required: Continue to implement current IEP
11. Supports for personnel required to implement this IEP: ☒ No supports required ☐ See Page 8 ☐ Other: (specify) ______
12. For students whose behavior impedes her/his learning or that of others, the PPT has considered these strategies, including positive behavioral interventions and supports to address that behavior: ☒ NA ☐ A behavioral intervention plan has been developed ☐ IEP Goals and Objectives have been developed to address the behavior ☐ Other: (specify) ______
13. For students with Limited English Proficiency, the PPT has considered the language needs of the student as these needs relate to the student's IEP and recommended the following: ☒ NA
    ☐ Recommendation: (specify) ______
14. For students who are Blind/Visually Impaired, the PPT has determined (after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille: ☒ NA ☐ Is required ☐ Is not required
15. For students who are Deaf or Hard of Hearing, the PPT has determined (after considering the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology devices and services) that the following services are required: ☒ NA ☐ No services required
    ☐ Services/modifications required: (specify) ______

NEWTOWN PUBLIC SCHOOLS
PLANNING AND PLACEMENT TEAM (PPT) MEETING SUMMARY

Student: Adam Lanza
Current School: Sandy Hook Elementary
School Next Year: (if different)
ID#: ______ Case Manager: Phyllis Buffa
Parent/Guardian/Surrogate: Peter / Nancy Lanza
Address:* 36 Yogananda Street Sandy Hook, CT
Parent/Guardian:
Address:

DOB: 4/22/92 Age: 7-5 Current Grade: 2 H.S. Credits:
Gender: ☐ Female ☒ Male Disability: Speech/Language Disorder
Ethnic: ☐ Am. Ind. or Alask. Nat. ☐ Asian or Pacif. Is. ☐ Black not Hisp. ☒ White not Hisp. ☐ Hispanic
Student Dominant Lang: ☒ English ☐ Other: (specify)
Home Phone: 426-8167 Work Phone:
Parent Dominant Lang: ☐ English ☐ Other: (specify)
Home Phone: Work Phone:
Last Eval/Reeval. Date: 4/97 Next Reevaluation Date: 4/00

Reason for Meeting: ☐ Review Referral ☐ Review Eval/Reeval ☐ Determine Eligibility ☒ Develop IEP ☐ Determine Placement ☐ Manifestation Determination
(Check all that apply) ☐ Plan Eval/Reeval ☐ Review IEP/Program ☐ Transition Planning ☐ Modify IEP ☒ Conduct Annual Review ☐ Other: (specify)

Team Members Present

Admin/Designee:	Mary Sherlach	School Psy:		PT:	
Parent/Guardian:	Nancy Lanza	SW:		Agency:	
Parent/Guardian:		Speech/Lang:	Phyllis Buffa	Student:	
Surrogate Parent:		Guidance:		Other:	
Student's Reg. Ed. Teacher:	Carole MacInnes	Nurse:		Other:	
Spec. Educ. Teacher:		OT:		Other:	

LIST OF PPT RECOMMENDATIONS: ☐ *Check here if Page 1-A follows* The next projected PPT Meeting date is: Oct. 2000 (unless required sooner)

Speech/Language support services – 1/2 hour weekly
Occupational Therapy support services discontinued
Review progress at report cards – Nov, March, June

*Address of student's primary residence

August 1998

[illegible] DOB: 11/24/94

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

PLACEMENT SUMMARY

1. Placement:
   - ☒ Public School In-District ☐ Separate Sp. Ed. School In-District ☐ Other Public School District ☐ RESC
   - ☐ Quasi-Public School* ☐ Hospital ☐ Charter School ☐ Homebound ☐ Other: (specify __
2. If a residential placement, placement is: ☒ NA (not a residential placement) ☐ For educational reasons ☐ For non-educ...
3. Justification for removal from Regular Education: ***(Note: The LRE Checklist should be used to ensure that procedures related to LRE decis...***
   - ☒ Not applicable - implementation of the student's IEP, with supplementary aids and services, does not require removal from Regular Education.
   - ☐ The student cannot receive an appropriate educational program in the regular classroom, even with the use of supplementary aids and services, whereas an program can be provided in the more restrictive setting being proposed by the PPT.
   - ☐ The student's behavior in a regular classroom, even with the use of supplementary aids and services is disruptive to such an extent that it interferes with the ability of the district to make a safe and orderly instructional environment available to students.
   - ☐ The student will not receive any significant nonacademic benefit from interacting with nondisabled students.
   - ☐ Other: ______
4. Explanation of the extent, if any, to which the student <u>will not</u> participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities: ☐ Student will participate fully ☒ Other: (specify) Speech/language support 1/2 hour weekly
5. Hours per week the student <u>will spend</u> with nondisabled students: 29.50 Hrs.
6. Exit Criteria: (Check One)
   ☒ Ability to succeed in Regular Education without Special Education support ☐ Graduation ☐ Age 21 ☐ Other: (specify) ______
7. Student's projected graduation date is: ______ (Applies only to students In grades eight through twelve) ☒ NA
8. Procedures which will be utilized to ensure that the student's parents are regularly informed of the student's progress toward the annual goals in this IEP and the extent to which that progress is sufficient to enable the student to achieve these IEP Goals by the end of the year: ☒ A report of progress toward the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents as often the district reports progress to parents of students who do not have disabilities. ☐ Other: (Specify) ______

* *Gilbert School, Norwich Free Academy, Woodstock Academy*

Student: [illegible] DOB: [illegible] NEWTOWN PUBLIC SCHOOLS Meeting Date: ____

INDIVIDUALIZED EDUCATION PROGRAM

STATE AND DISTRICTWIDE ASSESSMENT OF STUDENT ACHIEVEMENT

☒ *This page does not apply – CMT/or CAPT testing or districtwide assessments are not scheduled for students of the same age/grade during the term of this IEP*

1. **Connecticut Mastery Test (CMT)** Modifications:* 1 = Braille or Large Print** 2 = Hearing Impaired Student Mod. 3 = Word Processor** 4 = Time Extensions 5 = Test Setting 6 = Readers ** 7 = Scribe**[multiple choice and gridable items only]

☐ Participation in Standard Administration

☐ Grade Level/Out of Level Test with the following modifications/accommodations recommended by the PPT: (Circle all that apply) Math: 1 2 3 4 5 6 7

DRP: 1 2 3 4 5 7 Read Comp: 1 2 3 4 5 7 Writing: 1 2 3 4 5 Written Comp: 1 2 3 4 5

☐ Exempt from the following Grade Level Subtests:* ____ ____ ____ ____

☐ Participation in the following Out-of-Level Tests:* ____ ____ ____ ____

☐ Exempt from all Subtests:*

☐ Justifications for any recommended exemptions: (required)* ____

☐ Describe how the student will be assessed in all exempted areas: (required) ____

2. **Connecticut Academic Performance Test (CAPT)**

☐ Participation in Standard Administration

☐ Participation with the following modifications/accommodations recommended by the PPT: (Circle all that apply) Math: 1 2 3 4 5 6 7***

Science: 1 2 3 4 5 6 7*** Interdisciplinary: 1 2 3 4 5 Editing: 1 2 3 4 5 Response to Literature/Writing: 1 2 3 4 5

☐ Exempt from the following Subtests:* ____ ____ ____ ____

☐ Exempt from all Subtests*

☐ Justification for any recommended exemptions: (required) * ____

☐ Describe how the student will be assessed in all exempted areas: (required) ____

3. **Districtwide Assessments** ☐ NA (districtwide assessments are not administered or are not scheduled to be administered during the term of this IEP)

☐ Participation in Standard Administration

☐ Include with modifications: (specify) ____

☐ Exempt: (Explain why the assessment is not appropriate and how the student will be assessed) (required) ____

* *Refer to the Department of Education publication entitled Guidelines for Administering Student Assessments for allowable modifications and guidelines for exemptions.*

** *Bureau of Evaluation and Student Assessment must be notified of this modification in advance using a CMT or CAPT Modifications Form. Braille or large print materials must be obtained in advance.*

*** *Multiple choice grid only*

[redacted]

[redacted]

NEWTOWN PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date: December 1, 2005

Ms. Nancy Lanza
(Name of Parent/Guardian or Student)
36 Yogananda St.
(Address)
Sandy Hook, Ct. 06482
(Zip Code)

Dear Ms. Lanza:

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:

Adam (Student's Name) DOB: ______. The meeting is scheduled as follows:

Date: Monday 12-12-05 Time: 8:40 a.m. Location: Newtown Middle School C-Wing Conference Room

The purpose of this meeting is to: (check all that apply)

☐ discuss a referral to special education and consider/plan an evaluation
☐ review evaluation results and determine eligibility for special education
☐ develop, review or revise the IEP
☐ conduct an Annual Review
☐ consider transition needs/services – student will be invited to attend the meeting and: (check all items below that apply)
- ___ a statement of transition services needs will be developed (required at the annual review following a student's 13th birthday, and annually thereafter)
- ___ transition goals and objectives in the IEP will be developed/reviewed/revised (required at the annual review following a student's 15th birthday)
- ___ the agency representative(s) listed below will be invited to attend to assist in transition planning

☐ plan a reevaluation to determine continuing eligibility for special education and related services
☐ review reevaluation results to determine continuing eligibility for special education and related services
☒ other: (specify) To plan an evaluation.

The following individuals have been invited to attend:

K. Boettner - Asst. Principal Name — Administrator	R. Rousseau - School Psychologist Name and Title
A. Privalsky Name — Student's Reg. Ed. Teacher	J. Calebro - S. E. Assistant Name and Title
M. A. Bisson Name — Special Education Teacher	 Name and Title
 Name — Student	 Name and Title
S. Connelly - Guidance Counselor Name and Title	 Name and Title

School Nurse May Attend

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individuals to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

If you have any questions or wish to reschedule the meeting please contact me at 426-7640
(Telephone No.)

Sincerely,

R. Rousseau
School Psychologist
(Name and Title)

☒ A copy of Procedural Safeguards in Special Education is enclosed.
☒ A copy of this notice has been sent to the parent(s). (This is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must be sent to the student with a copy to the parents.)

Form SE/3

NEWTOWN PUBLIC SCHOOLS
PUPIL PROGRESS REPORT - GRADES 1&2

LAST NAME Lanza FIRST Adam SCHOOL Sandy Hook TEACHER Mrs. Lavelle YEAR 1998 GRADE 1

Range In Reading Level

A	B	C	D	E	F	G	H

(1 spans A–F; 2 spans F–H)

Shaded Area Indicates Instructional Reading Level

KEY TO PROGRESS

ACHIEVEMENT	EFFORT	SUBTOPICS
E = Excellent	1 = Excellent Effort	+ Indicates Strengths
G = Good	2 = Satisfactory Effort	No Mark Satisfactory Progress
S = Satisfactory	3 = Capable of Better Effort	✓ Improvement Needed
I = Improvement Needed		
U = Unsatisfactory	NA = Not Applicable	

MARKING PERIOD	1 Grade	1 Effort	2 Grade	2 Effort	3 Grade	3 Effort
READING	G	1	G	1	E	1
Word Attack Skills						
Comprehension	— See Attached —					
Reference and Study Skills						
MATHEMATICS	E	1	E	1	E	1
Number Concepts						
Measurement / Geometry						
Problem Solving / Applications						
LANGUAGE	S	1	G	1	E	1
Oral Expression						
Written Expression						
Content	— See Attached —					
Capitalization & Punctuation						
Sentence Structure & Paragraph Structure						
SPELLING	NA	NA	G	2	G	1
Weekly Tests						
Application of Skills						
HANDWRITING	S	1	G	1	G	1
Neat Legible Daily Work						
Forms and Spaces Letters Correctly						
SOCIAL STUDIES (Effort)		1		1		1
SCIENCE (Effort)		1		1		1
HEALTH (Effort)		2		2		2

WORK HABITS

	1	2	3
Is Attentive		+	+
Works Independently			
Assumes Responsibilities			
Completes Assigned Tasks		+	+
Uses Time Wisely			
Follows Directions - Oral / Written			

SOCIAL HABITS

	1	2	3
Shows Pride in Work			
Respects Rights of Others			
Follows School Rules			
Is Courteous		+	+
Plays / Works Cooperatively			
Exhibits Self-Control (Behavior / Language)			
Assumes Responsibilities			

ATTENDANCE

	1	2	3
Days Absent	6	9	23
Days Tardy	0	0	0

Regular attendance is necessary if you wish your child to succeed.

Placement for Next Year C. MacInnes

Grade 2

TEACHER COMMENT

1st Marking Period

Adam takes keen interest in all work and is a most agreeable and willing worker. Adam has shown growth in all areas, especially reading. His reading needs continued improvement in using reading strategies to help him read with fluency and understanding. Although Adam demonstrates continued improvement in comprehension and understanding of stories, development in paraphrasing, inferring, and predicting is needed. Adam's handwriting has shown marked improvement, although spatial positioning is developing slowly. He has shown steady progress in understanding math concepts and application. I am very proud of Adam's conscientious efforts to participate in class.

Parent's Signature Nancy J Lanza

2nd Marking Period

Adam is a delight to have in class; his wonderful sense of humor is infectious. He enjoys all activities and is a steadfast and conscientious worker. Adam is quick to begin assignments and completes them in a timely fashion. He does quality seatwork on an independent basis. He is progressing in all areas. His writing reveals skills with sentence structure, capitalization, and punctuation; however, he has difficulty with story structure and staying with one topic. Adam excels in drawing on prior knowledge and applying it to new discoveries when solving problems. Adam's enthusiasm and interest in school continues to inspire his peers. Adam shows steady progress in understanding math facts, concepts, and application. I appreciate your help in conveying the importance of neat handwriting with Adam.

Parent's Signature Nancy J Lanza

3rd Marking Period

Adam has shown tremendous academic growth this year. His eagerness to learn has rewarded him with many accomplishments; Adam consistently writes neatly, his ideas easily flow onto paper, his Writers' Workshop pieces are more cohesive, and he continues to excel in math. I encourage Adam to write often over the summer in a journal and be attentive to his spelling. He will improve by using his phonemic spelling strategies consistently and checking to see if words "look" right after they are recorded. Adam is successful with peer relations and overall academic responsibilities.

Parent's Signature

Meeting Date: Oct 8, 1998

NEWTOWN PUBLIC SCHOOLS
PLANNING AND PLACEMENT TEAM (PPT) MEETING SUMMARY

Student: Adam Lanza
Current School: Sandy Hook Elementary
School Next Year: (if different) ______
ID#: ______ Case Manager: Phyllis Buffa
Parent/Guardian/Surrogate: Peter/Nancy Lanza
Address:* 36 Yogananda Street Sandy Hook
Parent/Guardian: ______
Address: ______

DOB: 4/22/92 Age: 6-6 Current Grade: 1 H.S. Credits: ______
Gender: ☐ Female ☒ Male Disability: Speech/Language Impaired
Ethnic: ☐ Am. Ind. or Alask. Nat. ☐ Asian or Pacif. Is. ☐ Black not Hisp. ☒ White not Hisp. ☐ Hispanic
Student Dominant Lang: ☒ English ☐ Other: (specify) ______
Home Phone: 426-8167 Work Phone: ______
Parent Dominant Lang: ☐ English ☐ Other: (specify) ______
Home Phone: ______ Work Phone: ______
Last Eval/Reeval. Date: 4/1/97 Next Reevaluation Date: 4/1/00

Reason for Meeting: ☐ Review Referral ☐ Review Eval/Reeval ☐ Determine Eligibility ☒ Develop IEP ☐ Determine Placement ☐ Manifestation Determination
(Check all that apply) ☐ Plan Eval/Reeval ☒ Review IEP/Program ☐ Transition Planning ☐ Modify IEP ☐ Conduct Annual Review ☐ Other: (specify) ______

Team Members Present

Admin/Designee: Donna Pagé
Parent/Guardian: Nancy Lanza
Parent/Guardian: ______
Surrogate Parent: ______
Student's Reg. Ed. Teacher: Terri Lavelle
Spec. Educ. Teacher: ______

School Psy: Mary Sherlach
SW: ______
Speech/Lang: Phyllis Buffa
Guidance: ______
Nurse: ______
OT: Claire Cavanaugh

PT: ______
Agency: ______
Student: ______
Other: ______
Other: ______
Other: ______

LIST OF PPT RECOMMENDATIONS: ☐ *Check here if Page 1-A follows*

The next projected PPT Meeting date is: October 1999 (unless required sooner)

Speech/Language support services 1/2 hour weekly
Occupational therapy support services 1/2 hour weekly
Review progress at report card – November, March, June

*Address of student's primary residence

August 1998

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
WRITTEN PRIOR NOTICE

Meeting Date: Oct 8, 1998

1. **Action which is proposed by the PPT:** ☐ Conduct an Initial Evaluation ☐ Conduct a Reevaluation ☒ Implement IEP dated: 10/8/98
   ☐ Revise IEP dated: ☐ Determine that student is not eligible for Sp. Ed. /Related Services ☐ Determine that student is eligible for Sp. Ed. /Related Services
   ☐ Placement: (specify) ☐ Discontinue services: (specify) ☐ Exit from Special Education
   ☐ Other: (specify)

   Action which is refused by the PPT: ☒ NA, no action(s) refused by the PPT ☐ Action(s) refused: (specify)

2. **Reasons why the PPT made this decision:** ☒ Evaluation results support action recommended ☒ Educational performance supports action recommended
   ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria in IEP ☐ Other: (specify)

3. **Other options which the PPT considered and rejected in favor of the decision made:** ☐ Full-time placement in general education with supplementary aids and services (e.g. resource room, itinerant instruction) ☒ No other options were considered and rejected ☐ Options considered and rejected: (specify)

4. **Reason(s) why the PPT rejected these other options (3 above):** ☒ NA, no other options were considered and rejected ☐ Options would not provide student with an appropriate program in the Least Restrictive Environment ☐ Other: (specify)

5. **Describe any Evaluation Procedures, Tests, Records or Reports the PPT used as a basis for its decision:** ☐ Report Card(s) ☒ Teacher Reports ☒ Review of Records
   ☐ Cognitive: (dated) ☐ Classroom Observation: (dated) ☐ Health/Med.: (dated) ☒ Motor: (dated) 9/97
   ☐ Communication: (dated) ☐ Achievement: (dated) ☐ Social/Emotional/Behavioral: (dated)
   ☐ Developmental: (dated) ☐ Adaptive: (dated) ☒ Other: (specify) IEP from New Hampshire 8/98

6. **Describe any other factors that are relevant to the PPT's decision:** ☒ Information/concerns shared by parents ☐ Information/preferences shared by the student
   ☐ There are no other factors that are relevant to the PPT decision ☐ Other: (specify)

Parents please note: You have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA). A copy of Procedural Safeguards in Special Education which explains these protections [☒ **was made available at the meeting** ☐ **is enclosed with this document**]. If you need assistance in understanding the provisions of IDEA, please contact your child's principal or the district's special education director.

Student: Adam Lanza DOB: 4/22/92 NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM
Meeting Date: Oct 8, 1998

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Classroom Performance/Parent Reports/Assessment Results

1. Health & Development (Including Vision/Hearing): ☒ Typical ☐ Other: (specify)
Asthma – no medication
Parent reports – Previously diagnosed seizure disorder, no complications at present

2. Academic/Cognitive:
Teacher reports, samples of student work

3. Social/Emotional/Behavioral: ☒ Age/grade appropriate ☐ Other: (specify)
respectful, behaves appropriately
Teacher reports, parent reports

4. Motor: ☐ Age appropriate ☒ Other: (specify) delayed motor skills
parent reports, IEP from New Hampshire

5. Communication: ☐ Age appropriate ☒ Other: (specify) Delayed speech, diagnosed at age 3 years
Parent reports, IEP from New Hampshire

6. Activities of Daily Living: ☒ Age appropriate ☐ Other: (specify)

7. Vocational: ☒ NA due to age ☐ Other: (specify)

Strengths

Math – above grade level
Reading – in grade level
appropriate peer relationships, has made friends since move to new school

Concerns/Needs

Written expression – difficulties with spelling due to speech delays/articulation disorder
weak fine motor skills for handwriting
Diagnosed with sensory processing problems

8. Describe how the student's disability affects her/his involvement and progress in the general curriculum or participation in appropriate preschool activities:
Adam's speech/language and motor delays impact his ability to perform in the general curriculum, requiring supports and modifications.

9. Is the student eligible for special education services? ☒ Yes ☐ No

10. If Yes, what is the Exceptionality? Speech/Language Disorder

Student: Adam Lanza DOB: 4/22/92

Newtown Public Schools
INDIVIDUALIZED EDUCATIONAL PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOALS AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive	☐ Social/Behavioral	☒ Communication (speech therapy)	☐ Gross/Fine Motor	☐ Employment/Post Secondary Education***
☐ Self Help	☐ Community Part.**	☐ Independent Living**	☐ Other (specify)____	

Reporting Periods and Results (List Dates For Reports Below): Nov. 1998 | March 1999 | June 1999

Evaluation: *M = Mastered; S = Satisfactory Progress; L = Limited Progress; N = No Progress; NI = Not Introduced; O = Other (specify)*____

☐ Check here if the student is 14 or older. (Note: Page 4-A, Transition Summary, must be completed if checked)

Measurable Annual Goal # I : Adam will articulate error phonemes accurately in his spontaneous speech

Short Term Objectives/Benchmarks

A. Adam will correctly articulate the /l/ phoneme in the: final position of words, sentences, structured spontaneous speech
medial position " " " "

B. Adam will correctly articulate the /sh/ phoneme in the: initial, final + medial position of words, in sentences + in structured + spontaneous speech.

C. Adam will correctly articulate the /ch/ phoneme in the initial, final, + medial position of words in sentences and in structured + spontaneous speech.

d. Adam will correctly articulate the /th/ phoneme in the initial position of words, in sentences + in structured + spontaneous speech

Evaluation Procedures

Goal	A	B	C	D	
☐	☐	☐	☐		Criterion-Referenced/Curriculum Based Assessment
I	☒	☒	☒	☒	Pre & Post Standardized Assessment ____
☐	☐	☐	☐		Pre & Post Base Line Data
☒	☒	☒	☒	☒	Quizzes/Tests
☐	☐	☐	☐		Student Self-assessment/Rubric
☐	☐	☐	☐		Mastery via Project/Experiment/Portfolio
☐	☐	☐	☐		Behavior/Performance Rating Scale
☐	☐	☐	☐		CMT/CAPT
☐	☐	☐	☐		Comparison of work samples
☐	☐	☐	☐		Other: (specify) ____

Performance Criteria

Criterion	Goal	A	B	C	D
Percent of change	____ Goal ☒	85% accuracy A ☒	85% accuracy B ☒	85% accuracy C ☒	85% accuracy D ☒
Months growth	____ Goal ☐	____ A ☐	____ B ☐	____ C ☐	
Standard Score increase	____ Goal ☐	____ A ☐	____ B ☐	____ C ☐	
Passing grades/score	____ Goal ☐	____ A ☐	____ B ☐	____ C ☐	
Frequency/trials	____ Goal ☐	____ A ☐	____ B ☐	____ C ☐	
Duration	____ Goal ☐	____ A ☐	____ B ☐	____ C ☐	
Other: (specify below)	____ Goal ☐	____ A ☐	____ B ☐	____ C ☐	

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the General Curriculum; and to meet each of the student's other needs that result from the student's disability.

** Note: If Transition Goals are required, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, if this area is not addressed

*** Required if Transition Goals are written.

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☒ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☐ Other: (specify) ____

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1	2	3	4
11/98	3/99	6/99	
5	6	7	8

Measurable Annual Goal*: # 2 Adam will improve sensory processing as related to daily school activities.

Eval. Procedure: 10
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will explore a variety of tactile media/sensations, such as shaving cream, rice, etc. for five minutes without demonstrating an aversive reaction 75% of the time.

Eval. Procedure: 11
Perf. Criteria: A&F
(%, Trials, etc;) 75% of 5 minutes

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Obj. # 2 Adam will be able to focus on tabletop activities without perseverating on bits of material on his hands or becoming otherwise distracted during class 75% of the time.

Eval. Procedure: 11,9
Perf. Criteria: A
(%, Trials, etc:) 75%

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Obj # ____

Eval. Procedure: ____
Perf. Criteria: ____
(%, Trials, etc:) ____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre & Post Standardized Assessment
3. Pre & Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. CMT/CAPT
9. Work Samples, Job Performance or Products
10. Achievement of Objectives (*Note: use with goal only*)
11. Other: (specify) Clinical Observations
12. Other: (specify) ____

Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing Grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify) ____
J. Other: (specify) ____

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)* M = *Mastered* S = *Satisfactory Progress - Likely to achieve goal*
U = *Unsatisfactory Progress - Unlikely to achieve goal* N = *No Progress - Will not achieve goal* NI = *Not Introduced* O = *Other: (specify)*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.
** It is recommended that, at a minimum, a goal and related objectives be developed for the area of Employment/Post Secondary Education if transition services are addressed.
*** Note: If transition services are addressed, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, (Item 4a) if a goal and related objectives are not developed for this area.

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☒ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☒ Other: (specify) Visual-Motor

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate *Dates* For Reporting Progress in Boxes Below

1	2	3	4
11/98	3/99	6/99	
5	6	7	8

Measurable Annual Goal*: # 3 Adam will improve his fine-motor and ~~gross mo~~ visual-motor skills for carryover into classroom activities as appropriate to the first grade.

Eval. Procedure: 9, 10
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will demonstrate an appropriate grasp on the pencil, dynamic tripod grasp, 100% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc;) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Obj. # 2 Adam will demonstrate the ability to produce letters of uppercase and lowercase ~~letter~~ alphabet, using appropriate attention to line boundaries, spacing, and sizing 75% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc:) 75%

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Obj # 3 Adam will produce all numbers with correct formation and without reversals 100% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre & Post Standardized Assessment
3. Pre & Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. CMT/CAPT
9. Work Samples, Job Performance or Products
10. Achievement of Objectives (*Note: use with goal only*)
11. Other: (specify) Clinical Observation
12. Other: (specify) ______

Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing Grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify) ______
J. Other: (specify) ______

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)* M = *Mastered* S = *Satisfactory Progress - Likely to achieve goal* U = *Unsatisfactory Progress - Unlikely to achieve goal* N = *No Progress - Will not achieve goal* NI = *Not Introduced* O = *Other: (specify)*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.
** It is recommended that, at a minimum, a goal and related objectives be developed for the area of Employment/Post Secondary Education if transition services are addressed.
*** Note: If transition services are addressed, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, (Item 4a) if a goal and related objectives are not developed for this area.

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: Oct 8, 1998

SUMMARY: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education	Goal #	Hours/wk	Staff Responsible/Implementer	Start Date	End Date	Site
Related Services						
Speech/Language	1	.50	Speech/Lang. Therapist	10/8/98	183days	4
Occupational Therapy	2,3	.50	Occupational Therapist	10/8/98	183days	4
Regular Education						

Instructional Site: (Indicate all that apply)

1. *Regular Classroom*
2. *Resource Room*
3. *Self-contained Classroom*
4. *Related Service Office/Classroom*
5. *Community-based*
6. *Other: (specify)* ______
7. *Other: (specify)* ______

Note: Each Item Below (# 1 to 15) Must Include a Response:

1. Assistive Technology: ☒ N/A ☐ Required (specify) ______ ☐ See #15
2. Applied (Voc.) Educ.: ☒ Regular ☐ Special (specify) ______ ☐ N/A
3. Physical Education: ☒ Regular ☐ Special (specify) ______ ☐ N/A
4. Transportation: ☒ Regular ☐ Special (specify) ______ ☐ N/A
5. Length of School Day: ☒ Standard ☐ Other: (specify) ______
6. Total Hours/Week: ☒ Standard ☐ Other: (specify) ______
7. Number of Days/Week: ☒ Standard ☐ Other: (specify) ______
8. Length of School Year: ☒ Standard ☐ Other: (specify) ______
9. Spec. Educ. Hours/Week: 0.0 + Related Service Hours /Week: 1.0 + Regular Education Hours/Week: 29.0 = Total Education Hours/Week: 30.0
10. Extended School Year Services: ☒ Not Required ☐ Required: See Page 1, "List of PPT Recommendations" for details of services to be provided ☐ Required: Continue to implement current IEP
11. Supports for personnel required to implement this IEP: ☐ No supports required ☒ See Page 8 ☐ Other: (specify) ______
12. For students whose behavior impedes her/his learning or that of others, the PPT has considered these strategies, including positive behavioral interventions and supports to address that behavior:
☒ NA ☐ A behavioral intervention plan has been developed ☐ IEP Goals and Objectives have been developed to address the behavior ☐ Other: (specify) ______
13. For students with Limited English Proficiency, the PPT has considered the language needs of the student as these needs relate to the student's IEP and recommended the following: ☒ NA
☐ Recommendation: (specify) ______
14. For students who are Blind/Visually Impaired, the PPT has determined (after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille: ☒ NA ☐ Is required ☐ Is not required
15. For students who are Deaf or Hard of Hearing, the PPT has determined (after considering the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology devices and services) that the following services are required: ☒ NA ☐ No services required
☐ Services/modifications required: (specify) ______

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: Oct 8, 1998

PLACEMENT SUMMARY

1. Placement:
   ☒ Public School In-District ☐ Separate Sp. Ed. School In-District ☐ Other Public School District ☐ RESC ☐ Private ☐ State Facility
   ☐ Quasi-Public School* ☐ Hospital ☐ Charter School ☐ Homebound ☐ Other: (specify ______
2. If a residential placement, placement is: ☒ NA (not a residential placement) ☐ For educational reasons ☐ For non-educational reasons
3. Justification for removal from Regular Education: *(Note: The LRE Checklist should be used to ensure that procedures related to LRE decision-making are followed.)*
   ☒ Not applicable - implementation of the student's IEP, with supplementary aids and services, does not require removal from Regular Education.
   ☐ The student cannot receive an appropriate educational program in the regular classroom, even with the use of supplementary aids and services, whereas an appropriate program can be provided in the more restrictive setting being proposed by the PPT.
   ☐ The student's behavior in a regular classroom, even with the use of supplementary aids and services is disruptive to such an extent that it interferes with the ability of the district to make a safe and orderly instructional environment available to students.
   ☐ The student will not receive any significant nonacademic benefit from interacting with nondisabled students.
   ☐ Other: ______
4. Explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities: ☐ Student will participate fully ☒ Other: (specify) Speech/Language support services 1/2 hour weekly Occupational therapy support services 1/2 hour weekly
5. Hours per week the student will spend with nondisabled students: 29.0 Hrs.
6. Exit Criteria: (Check One)
   ☒ Ability to succeed in Regular Education without Special Education support ☐ Graduation ☐ Age 21 ☐ Other: (specify) ______
7. Student's projected graduation date is: ______ (Applies only to students In grades eight through twelve) ☒ NA
8. Procedures which will be utilized to ensure that the student's parents are regularly informed of the student's progress toward the annual goals in this IEP and the extent to which that progress is sufficient to enable the student to achieve these IEP Goals by the end of the year: ☒ A report of progress toward the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents as often the district reports progress to parents of students who do not have disabilities. ☐ Other: (Specify) ______

* *Gilbert School, Norwich Free Academy, Woodstock Academy*

Student: Adam Lanza DOB: 4/22/92 NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: Oct 8, 1998

STATE AND DISTRICTWIDE ASSESSMENT OF STUDENT ACHIEVEMENT

☒ *This page does not apply – CMT/or CAPT testing or districtwide assessments are not scheduled for students of the same age/grade during the term of this IEP*

1. Connecticut Mastery Test (CMT) Modifications:* 1 = Braille or Large Print** 2 = Hearing Impaired Student Mod. 3 = Word Processor** 4 = Time Extensions 5 = Test Setting 6 = Readers ** 7 = Scribe**[multiple choice and gridable items only]

- ☐ Participation in Standard Administration
- ☐ Grade Level/Out of Level Test with the following modifications/accommodations recommended by the PPT: (Circle all that apply) Math: 1 2 3 4 5 6 7
  DRP: 1 2 3 4 5 7 Read Comp: 1 2 3 4 5 7 Writing: 1 2 3 4 5 Written Comp: 1 2 3 4 5
- ☐ Exempt from the following Grade Level Subtests:* ____ ____ ____ ____
- ☐ Participation in the following Out-of-Level Tests:* ____ ____ ____ ____
- ☐ Exempt from all Subtests:*
- ☐ Justifications for any recommended exemptions: (required)* ____
- ☐ Describe how the student will be assessed in all exempted areas: (required) ____

2. Connecticut Academic Performance Test (CAPT)

- ☐ Participation in Standard Administration
- ☐ Participation with the following modifications/accommodations recommended by the PPT: (Circle all that apply) Math: 1 2 3 4 5 6 7***
  Science: 1 2 3 4 5 6 7*** Interdisciplinary: 1 2 3 4 5 Editing: 1 2 3 4 5 Response to Literature/Writing: 1 2 3 4 5
- ☐ Exempt from the following Subtests:* ____ ____ ____ ____
- ☐ Exempt from all Subtests*
- ☐ Justification for any recommended exemptions: (required) * ____
- ☐ Describe how the student will be assessed in all exempted areas: (required) ____

3. Districtwide Assessments ☒ NA (districtwide assessments are not administered or are not scheduled to be administered during the term of this IEP)

- ☐ Participation in Standard Administration
- ☐ Include with modifications: (specify) ____
- ☐ Exempt: (Explain why the assessment is not appropriate and how the student will be assessed) (required) ____

* *Refer to the Department of Education publication entitled Guidelines for Administering Student Assessments for allowable modifications and guidelines for exemptions.*
** *Bureau of Evaluation and Student Assessment must be notified of this modification in advance using a CMT or CAPT Modifications Form. Braille or large print materials must be obtained in advance.*
*** *Multiple choice grid only*

Student: Adam Lanza DOB: 4/22/92 NEWTOWN PUBLIC SCHOOLS Meeting Date: Oct 8, 1998

INDIVIDUALIZED EDUCATION PROGRAM

MODIFICATIONS/ADAPTATIONS IN REGULAR EDUCATION - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES - AND COLLABORATION/SUPPORTS FOR SCHOOL PERSONNEL

Modifications/Adaptations in Regular Education - Including Nonacademic and Extracurricular Activities	Sites/Activities Where Required and Duration	Required Supports for Personnel and Frequency and Duration of Supports
Materials/Books/Equipment: ☐ Alternative Text ☐ Consumable Workbook ☐ Modified Worksheets ☑ Manipulatives ☐ Access to Computer ☑ Tape Recorder ☐ Supplementary Visuals ☑ Large Print Text ☑ Spell Check ☐ Calculator ☐ Assistive Technology: (specify) ___ ☐ Other: (specify) ___	All	
Tests/Quizzes/Time: ☐ Prior Notice of Tests ☐ Preview Test Procedures ☐ Test Study Guide ☐ Simplify Test Wording ☐ Oral Testing ☐ Limited Multiple Choice ☐ Student Write on Test ☐ Shortened Tasks ☐ Hands-on Projects ☐ Reduced Reading ☐ Alternative Tests ☐ Objective Tests ☐ Extra Credit Options ☐ Extra Time–Written Work ☐ Extra Time–Tests ☐ Extra Time–Projects ☐ Extra Response Time ☐ Modified Tests ☐ Pace Long Term Projects ☐ Rephrase Test Questions/Directions ☐ Other: (specify) ___		
Grading: ☐ No Spelling Penalty ☐ No Handwriting Penalty ☐ Grade Effort + Work ☐ Grade Improvement ☐ Course Credit ☐ Base Grade on IEP ☐ Base Grade on Ability ☐ Modified Grades ☐ Pass/Fail ☐ Audit Course ☐ Other: (specify) ___		
Organization: ☐ Provide Study Outlines ☐ Desktop List of Tasks ☑ List Sequential Steps ☑ Post Routines ☐ Post Assignments ☐ Give One Paper at a Time ☑ Folders to Hold Work ☑ Pencil Box for Tools ☑ Pocket Folder for Work ☐ Assignment Pad ☐ Daily Assignment List ☐ Daily Homework List ☐ Worksheet Formats ☑ Extra Space for Work ☑ Assign Partner ☐ Other: (specify) ___	All	
Environment: ☐ Preferential Seating ☑ Clear Work Area ☐ Study Carrel ☐ Other: (specify) ___	All	
Behavior Management/Support: ☐ Daily Feedback to Student ☐ Chart Progress ☐ Behavior Contracts ☐ Parent/Guardian Sign Homework ☑ Positive Reinforcement ☐ Collect Baseline Data ☐ Set/Post Class Rules ☐ Parent/Guardian Sign Behavioral Chart ☐ Cue Expected Behavior ☐ Structure Transitions ☐ Break Between Tasks ☐ Time Out from Positive Reinforcement ☑ Proximity/Touch Control ☐ Contingency Plan ☐ Other: (specify) ___	All	
Instructional Strategies: ☑ Check Work in Progress ☐ Immediate Feedback ☐ Pre-teach Content ☑ Have Student Restate Information ☐ Extra Drill/Practice ☐ Review Sessions ☐ Review Directions ☐ Provide Lecture Notes/Outline to Student ☑ Use Manipulatives ☐ Modified Content ☑ Assign Study Partner (small group) ☐ Computer Assisted Instruction ☐ Monitor Assignments ☐ Provide Models ☐ Repeat Instructions ☐ Support Auditory Presentations with Visuals ☐ Multi-Sensory Approach ☐ Highlight Key Words ☑ Oral Reminders ☐ Display Key Vocabulary ☐ Visual Reinforcement ☐ Pictures/Charts ☑ Visual Reminders ☑ Provide Student With Vocabulary Word Bank ☐ Mimed Clues/Gestures ☐ Concrete Examples ☐ Use Mnemonics ☐ Personalized Examples ☐ Number Line ☐ Other: (specify) ___	All	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration).
(e.g., "the speech/language pathologist will meet with the student's classroom teacher for 20 minutes each week, for the school year, to plan language activities which can be used in the classroom.")

NEWTOWN PUBLIC SCHOOLS
LEAST RESTRICTIVE ENVIRONMENT (LRE) PROCEDURAL CHECKLIST

STUDENT: Adam Lanza DOB: 4/22/92

SCHOOL: Sandy Hook Elementary DATE OF PPT: Oct 8, 1998

Note: This form is to be completed by the PPT only after all other IEP components have been fully addressed.

I. Section A: LRE Screen *(This section must be completed.)*

	YES	NO
1. All of the child's classes are in the regular educational environment.	☒	☐
2. The child has the opportunity to participate in nonacademic and extracurricular services and activities (including meals, recess periods, and services and activities such as counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the child's LEA, and employment of students, including both employment by the LEA and assistance in making employment available) to the same extent as peers who do not have disabilities.	☒	☐
3. The child is educated in the school that he or she would attend if nondisabled.	☒	☐

II. Section B: LRE Factors and Considerations *(Complete only if "NO" has been checked for one or more of the items in Section A. Respond to all items unless otherwise indicated.)*

	YES	NO
1. The PPT based the educational placement of the child upon the child's IEP.	☐	☐
2. The PPT ensured that the child is educated to the maximum extent appropriate with children who are nondisabled.	☐	☐
3. The PPT ensured that the child participates in nonacademic and extracurricular services and activities with nondisabled children to the maximum extent appropriate to the needs of the child.	☐	☐
4. The PPT considered the use of supplementary aids and services (such as resource room, itinerant instruction, assistive technology devices or assistive technology services) in conjunction with regular class placement.	☐	☐
5. The PPT determined that the nature and severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.	☐	☐
6. The PPT selected the placement within the continuum of alternative placements which is required to implement the child's IEP.	☐	☐
7. The PPT considered any potential harmful effect of the placement on the child.	☐	☐
8. The PPT considered any potential harmful effect of the placement on the quality of the services that the child needs.	☐	☐
9. The PPT considered any potential harmful effect of the placement on the education of other children.	☐	☐

	YES	NO
10. *Complete if the child is not being educated in the school that he or she would attend if nondisabled.* The child's education program is provided as close as possible to the child's home.	☐	☐
11. *Complete if the child's education program has been modified as the result of procedures related to discipline.* The child is receiving education services in an alternative educational setting.	☐	☐
12. *Complete if the child has been hospitalized.* For medical reasons the child must remain within the hospital during the school day.	☐	☐
13. *Complete if the child has been placed in a residential facility for other than educational reasons.* It has been determined, in accordance with the March 15, 1993 SDE-DCF Memorandum of Agreement, that for clinical reasons the child must remain within the facility during part or all of the school day.	☐	☐
14. *Complete if the child is confined to a detention or correctional facility.* The child must remain within the facility during the school day.	☐	☐
15. *Complete if the child's parent has placed the child in a privately-operated facility.* The child receives education services within the privately-operated facility.	☐	☐

Comments/Additional Information:

Mary Jay Akerlach
(Signature of PPT Chairperson)

10/8/98
(date)

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☒ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☐ Other: (specify) ______

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1	2	3	4
11/98	3/99	6/99	
5	6	7	8

Measurable Annual Goal*: # 2 Adam will improve sensory processing as related to daily school activities.

Eval. Procedure: 10
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
NI			
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will explore a variety of tactile media/sensations, such as shaving cream, rice, etc. for five minutes without demonstrating an aversive reaction 75% of the time.

Eval. Procedure: 11
Perf. Criteria: A & F
(%, Trials, etc:) 75% of 5 minutes

Report Progress Below (Use Reporting Key)

1	2	3	4
NI			
5	6	7	8

Obj. # 2 Adam will be able to focus on tabletop activities without perseverating on bits of material on his hands or becoming otherwise distracted during class 75% of the time.

Eval. Procedure: 11, 9
Perf. Criteria: A
(%, Trials, etc:) 75%

Report Progress Below (Use Reporting Key)

1	2	3	4
NI			
5	6	7	8

Obj # ____

Eval. Procedure: ______
Perf. Criteria: ______
(%, Trials, etc:) ______

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures		Performance Criteria	
1. Criterion-Referenced/Curriculum Based Assessment	7. Behavior/Performance Rating Scale	A. Percent of Change	F. Duration
2. Pre & Post Standardized Assessment	8. CMT/CAPT	B. Months Growth	G. Successful Completion of Task/Activity
3. Pre & Post Base Line Data	9. Work Samples, Job Performance or Products	C. Standard Score Increase	H. Mastery
4. Quizzes/Tests	10. Achievement of Objectives (*Note: use with goal only*)	D. Passing Grades/Score	I. Other: (specify) ______
5. Student Self-assessment/Rubric	11. Other: (specify) Clinical Observations	E. Frequency/Trials	J. Other: (specify) ______
6. Project/Experiment/Portfolio	12. Other: (specify) ______		

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)* M = *Mastered* S = *Satisfactory Progress - Likely to achieve goal* U = *Unsatisfactory Progress - Unlikely to achieve goal* N = *No Progress - Will not achieve goal* NI = *Not Introduced* O = *Other: (specify)*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.

** It is recommended that, at a minimum, a goal and related objectives be developed for the area of Employment/Post Secondary Education if transition services are addressed.

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Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☒ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☒ Other: (specify) Visual-Motor

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1	2	3	4
11/98	3/99	6/99	
5	6	7	8

Measurable Annual Goal*: # 3 Adam will improve his fine-motor and ~~gross~~ ~~m~~ visual-motor skills for carryover into classroom activities as appropriate to the first grade.

Eval. Procedure: 9, 10
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S			
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will demonstrate an appropriate grasp on the pencil, dynamic tripod grasp, 100% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc;) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S			
5	6	7	8

Obj. # 2 Adam will demonstrate the ability to produce letters of uppercase and lowercase ~~letter~~ alphabet, using appropriate attention to line boundaries, spacing, and sizing 75% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc:) 75%

Report Progress Below (Use Reporting Key)

1	2	3	4
S			
5	6	7	8

Obj # 3 Adam will produce all numbers with correct formation and without reversals 100% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S			
5	6	7	8

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre & Post Standardized Assessment
3. Pre & Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. CMT/CAPT
9. Work Samples, Job Performance or Products
10. Achievement of Objectives (*Note: use with goal only*)
11. Other: (specify) Clinical Observation
12. Other: (specify) ______

Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing Grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify) ______
J. Other: (specify) ______

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U = *Unsatisfactory Progress - Unlikely to achieve goal* N = *No Progress - Will not achieve goal* NI = *Not Introduced* O = *Other: (specify)*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.

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*** Note: If transition services are addressed, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, (Item 4a) if a goal and related objectives are not developed for this area.

Student: Adam Lanza DOB: 4/22/92

Newtown Public Schools
INDIVIDUALIZED EDUCATIONAL PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOALS AND SHORT TERM OBJECTIVES*

					Reporting Periods and Results
☐ Academic/Cognitive	☐ Social/Behavioral	☒ Communication (speech therapy)	☐ Gross/Fine Motor	☐ Employment/Post Secondary Education***	
☐ Self Help	☐ Community Part.**	☐ Independent Living**	☐ Other (specify)		(List Dates For Reports Below) Nov. 1998 / March 1999 / June 1999

Evaluation: *M = Mastered; S = Satisfactory Progress; L = Limited Progress; N = No Progress; NI = Not Introduced; O = Other (specify)*

☐ Check here if the student is 14 or older. (Note: Page 4-A, Transition Summary, must be completed if checked)

Measurable Annual Goal # I : Adam will articulate error-phonemes accurately in his spontaneous speech — S

Short Term Objectives/Benchmarks

A. Adam will correctly articulate the /l/ phoneme in the: final position of words, sentences, structured + spontaneous speech. medial position " " " " — S*

B. Adam will correctly articulate the /sh/ phoneme in the: initial, final + medial position of words, in sentences + in structured + spontaneous speech. — NI

C. Adam will correctly articulate the /ch/ phoneme in the initial, final, + medial position of words, in sentences and in structured + spontaneous speech. — NI

d. Adam will correctly articulate the /th/ phoneme in the initial position of words, in sentences + in structured + spontaneous speech — S

Evaluation Procedures

Goal	A	B	C	D	
☐	☐	☐	☐		Criterion-Referenced/Curriculum Based Assessment
I	☒	☒	☒	☒	Pre & Post Standardized Assessment
☐	☐	☐	☐		Pre & Post Base Line Data
☒	☒	☒	☒	☒	Quizzes/Tests
☐	☐	☐	☐		Student Self-assessment/Rubric
☐	☐	☐	☐		Mastery via Project/Experiment/Portfolio
☐	☐	☐	☐		Behavior/Performance Rating Scale
☐	☐	☐	☐		CMT/CAPT
☐	☐	☐	☐		Comparison of work samples
☐	☐	☐	☐		Other: (specify)

Performance Criteria

	Goal	A	B	C	D
Percent of change	Goal ☒ I	85% accuracy A ☒	85% accuracy B ☒	85% accuracy C ☒	D ☒ 85% accuracy
Months growth	Goal ☐	A ☐	B ☐	C ☐	
Standard Score increase	Goal ☐	A ☐	B ☐	C ☐	
Passing grades/score	Goal ☐	A ☐	B ☐	C ☐	
Frequency/trials	Goal ☐	A ☐	B ☐	C ☐	
Duration	Goal ☐	A ☐	B ☐	C ☐	
Other: (specify below)	Goal ☐	A ☐	B ☐	C ☐	

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the General Curriculum; and to meet each of the student's other needs that result from the student's disability.

** Note: If Transition Goals are required, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, if this area is not addressed

*** Required if Transition Goals are written.

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☒ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☐ Other: (specify) ______

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1	2	3	4
11/98	3/99	6/99	
5	6	7	8

Measurable Annual Goal*: # 2 Adam will improve sensory processing as related to daily school activities.

Eval. Procedure: 10
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
NI	S		
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will explore a variety of tactile media/sensations, such as shaving cream, rice, etc. for five minutes without demonstrating an aversive reaction 75% of the time.

Eval. Procedure: 11
Perf. Criteria: A & F
(%, Trials, etc:) 75% & 5 minutes

Report Progress Below (Use Reporting Key)

1	2	3	4
NI	S		
5	6	7	8

Obj. # 2 Adam will be able to focus on tabletop activities without perseverating on bits of material on his hands or becoming otherwise distracted during class 75% of the time.

Eval. Procedure: 11, 9
Perf. Criteria: A
(%, Trials, etc:) 75%

Report Progress Below (Use Reporting Key)

1	2	3	4
NI	S		
5	6	7	8

Obj # ____

Eval. Procedure: ______
Perf. Criteria: ______
(%, Trials, etc:) ______

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre & Post Standardized Assessment
3. Pre & Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. CMT/CAPT
9. Work Samples, Job Performance or Products
10. Achievement of Objectives (*Note: use with goal only*)
11. Other: (specify) Clinical Observations
12. Other: (specify) ______

Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing Grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify) ______
J. Other: (specify) ______

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)*
M = Mastered *S = Satisfactory Progress - Likely to achieve goal*
U = Unsatisfactory Progress - Unlikely to achieve goal *N = No Progress - Will not achieve goal* *NI = Not Introduced* *O = Other: (specify)*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.
** It is recommended that, at a minimum, a goal and related objectives be developed for the area of Employment/Post Secondary Education if transition services are addressed.
*** Note: If transition services are addressed, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, (Item 4a) if a goal and related objectives are not developed for this area.

Claire Cavanagh, OT

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☒ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☒ Other: (specify) Visual-Motor

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1	2	3	4
11/98	3/99	6/99	
5	6	7	8

Measurable Annual Goal*: # 3 Adam will improve his fine-motor and ~~gross m~~ visual-motor skills for carryover into classroom activities as appropriate to the first grade.

Eval. Procedure: 9, 10
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S	S		
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will demonstrate an appropriate grasp on the pencil, dynamic tripod grasp, 100% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc;) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S	S		
5	6	7	8

Obj. # 2 Adam will demonstrate the ability to produce letters of uppercase and lowercase ~~letter~~ alphabet, using appropriate attention to line boundaries, spacing, and sizing 75% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc:) 75%

Report Progress Below (Use Reporting Key)

1	2	3	4
S	S		
5	6	7	8

Obj # 3 Adam will produce all numbers with correct formation and without reversals 100% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S	S		
5	6	7	8

Evaluation Procedures		Performance Criteria	
1. Criterion-Referenced/Curriculum Based Assessment	7. Behavior/Performance Rating Scale	A. Percent of Change	F. Duration
2. Pre & Post Standardized Assessment	8. CMT/CAPT	B. Months Growth	G. Successful Completion of Task/Activity
3. Pre & Post Base Line Data	9. Work Samples, Job Performance or Products	C. Standard Score Increase	H. Mastery
4. Quizzes/Tests	10. Achievement of Objectives (*Note: use with goal only*)	D. Passing Grades/Score	I. Other: (specify) ______
5. Student Self-assessment/Rubric	11. Other: (specify) Clinical Observation	E. Frequency/Trials	J. Other: (specify) ______
6. Project/Experiment/Portfolio	12. Other: (specify) ______		

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)* M = *Mastered* S = *Satisfactory Progress - Likely to achieve goal*
U = *Unsatisfactory Progress - Unlikely to achieve goal* N = *No Progress - Will not achieve goal* NI = *Not Introduced* O = *Other: (specify)*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.
** It is recommended that, at a minimum, a goal and related objectives be developed for the area of Employment/Post Secondary Education if transition services are addressed.
*** Note: If transition services are addressed, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, (Item 4a) if a goal and related objectives are not developed for this area.

Student: Adam Lanza DOB: 4/22/92

Newtown Public Schools
INDIVIDUALIZED EDUCATIONAL PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOALS AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☒ Communication (speech therapy) ☐ Gross/Fine Motor ☐ Employment/Post Secondary Education***
☐ Self Help ☐ Community Part.** ☐ Independent Living** ☐ Other (specify)

Evaluation: *M = Mastered; S = Satisfactory Progress; L = Limited Progress; N = No Progress; NI = Not Introduced; O = Other (specify)*

☐ Check here if the student is 14 or older. (Note: Page 4-A, Transition Summary, must be completed if checked)

Measurable Annual Goal # I : Adam will articulate error-phonemes accurately in his spontaneous speech

Reporting Periods and Results (List Dates For Reports Below): Nov 1998 | March 1999 | June 1999

Item	Nov 1998	March 1999	June 1999
Goal I	S	S	
A	S+	S+ → M	
B	NI	will begin soon	
C	NI	NI.	
d	S	S+	

Short Term Objectives/Benchmarks

A. Adam will correctly articulate the /l/ phoneme in the:
final position of words, sentences, structured spontaneous speech.
medial position " " "

B. Adam will correctly articulate the /sh/ phoneme in the:
initial, final + medial position of words, in sentences + in structured + spontaneous speech.

C. Adam will correctly articulate the /ch/ phoneme in the initial, final, + medial position of words in sentences and in structured + spontaneous speech

d. Adam will correctly articulate the /th/ phoneme in the initial position of words, in sentences + in structured + spontaneous speech

Evaluation Procedures

Goal A B C D

- ☐ ☐ ☐ ☐ Criterion-Referenced/Curriculum Based Assessment
- I ☒ ☒ ☒ ☒ Pre & Post Standardized Assessment
- ☐ ☐ ☐ ☐ Pre & Post Base Line Data
- ☒ ☒ ☒ ☒ ☒ Quizzes/Tests
- ☐ ☐ ☐ ☐ Student Self-assessment/Rubric
- ☐ ☐ ☐ ☐ Mastery via Project/Experiment/Portfolio
- ☐ ☐ ☐ ☐ Behavior/Performance Rating Scale
- ☐ ☐ ☐ ☐ CMT/CAPT
- ☐ ☐ ☐ ☐ Comparison of work samples
- ☐ ☐ ☐ ☐ Other: (specify)

Performance Criteria

- Percent of change ____ Goal ☒ I 85% accuracy A ☒ 85% accuracy B ☒ 85% accuracy C ☒ D ☒ 85% accuracy
- Months growth ____ Goal ☐ ____ A ☐ ____ B ☐ ____ C ☐
- Standard Score increase ____ Goal ☐ ____ A ☐ ____ B ☐ ____ C ☐
- Passing grades/score ____ Goal ☐ ____ A ☐ ____ B ☐ ____ C ☐
- Frequency/trials ____ Goal ☐ ____ A ☐ ____ B ☐ ____ C ☐
- Duration ____ Goal ☐ ____ A ☐ ____ B ☐ ____ C ☐
- Other: (specify below) ____ Goal ☐ ____ A ☐ ____ B ☐ ____ C ☐

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*** Required if Transition Goals are written.

e. Adam is also working on /ng/ + doing well. /S+/ 3/99

3/99 I am very proud of Adam. He has been doing a great job + your help at home has been invaluable! Phyllis

Goal Page # 1 of ____ Goal Pages

[redacted]

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☒ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☐ Other: (specify) ____

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1 11/98	2 3/99	3 6/99	4
5	6	7	8

Measurable Annual Goal*: # 2 Adam will improve sensory processing as related to daily school activities.

Eval. Procedure: 10
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1 NI	2 S	3 S	4
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will explore a variety of tactile media/sensations, such as shaving cream, rice, etc. for five minutes without demonstrating an aversive reaction 75% of the time.

Eval. Procedure: 11
Perf. Criteria: A & F
(%, Trials, etc;) 75% of 5 minutes

Report Progress Below (Use Reporting Key)

1 NI	2 S	3 S	4
5	6	7	8

Obj. # 2 Adam will be able to focus on tabletop activities without perseverating on bits of material on his hands or becoming otherwise distracted during class 75% of the time.

Eval. Procedure: 11, 9
Perf. Criteria: A
(%, Trials, etc:) 75%

Report Progress Below (Use Reporting Key)

1 NI	2 S	3 S	4
5	6	7	8

Obj # ____

Eval. Procedure: ____
Perf. Criteria: ____
(%, Trials, etc:) ____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre & Post Standardized Assessment
3. Pre & Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. CMT/CAPT
9. Work Samples, Job Performance or Products
10. Achievement of Objectives (*Note: use with goal only*)
11. Other: (specify) Clinical Observations
12. Other: (specify) ____

Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing Grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify) ____
J. Other: (specify) ____

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)*
M = Mastered *S = Satisfactory Progress - Likely to achieve goal*
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Claire Cavanagh, OT

Student: Adam Lanza DOB: 4/22/92

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☒ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☒ Other: (specify) Visual-Motor

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1	2	3	4
11/98	3/99	6/99	
5	6	7	8

Measurable Annual Goal*: # 3 Adam will improve his fine-motor and ~~gross m~~ visual-motor skills for carryover into classroom activities as appropriate to the first grade.

Eval. Procedure: 9, 10
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S	S	S	
5	6	7	8

Short Term Objectives/Benchmarks

Obj # 1 Adam will demonstrate an appropriate grasp on the pencil, dynamic tripod grasp, 100% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc;) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S	S	M	
5	6	7	8

Obj. # 2 Adam will demonstrate the ability to produce letters of uppercase and lowercase ~~letter~~ alphabet, using appropriate attention to line boundaries, spacing, and sizing 75% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc:) 75%

Report Progress Below (Use Reporting Key)

1	2	3	4
S	S	M	
5	6	7	8

Obj # 3 Adam will produce all numbers with correct formation and without reversals 100% of the time.

Eval. Procedure: 9
Perf. Criteria: A
(%, Trials, etc:) 100%

Report Progress Below (Use Reporting Key)

1	2	3	4
S	S	S	
5	6	7	8

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre & Post Standardized Assessment
3. Pre & Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. CMT/CAPT
9. Work Samples, Job Performance or Products
10. Achievement of Objectives (Note: use with goal only)
11. Other: (specify) Clinical Observation
12. Other: (specify) ______

Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing Grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify) ______
J. Other: (specify) ______

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)* M = *Mastered* S = *Satisfactory Progress - Likely to achieve goal*
U = *Unsatisfactory Progress - Unlikely to achieve goal* N = *No Progress - Will not achieve goal* NI = *Not Introduced* O = *Other: (specify)*

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Goal Page # ______ of ______ Goal Pages

Student: Adam Lanza DOB: 4/22/92

Newtown Public Schools
INDIVIDUALIZED EDUCATIONAL PROGRAM

Meeting Date: 10/8/98

MEASURABLE ANNUAL GOALS AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive	☐ Social/Behavioral	☒ Communication (speech therapy)	☐ Gross/Fine Motor	☐ Employment/Post Secondary Education***
☐ Self Help	☐ Community Part.**	☐ Independent Living**	☐ Other (specify)	

Evaluation: *M = Mastered; S = Satisfactory Progress; L = Limited Progress; N = No Progress; NI = Not Introduced; O = Other (specify)*

☐ Check here if the student is 14 or older. (Note: Page 4-A, Transition Summary, must be completed if checked)

Measurable Annual Goal # I : Adam will articulate error-phonemes accurately in his spontaneous speech

Reporting Periods and Results (List Dates For Reports Below): Nov 1998 | March 1999 | June 1999

Annual goal results: S | S | ✓

Short Term Objectives/Benchmarks

Objective	Nov 1998	Mar 1999	Jun 1999
A. Adam will correctly articulate the /l/ phoneme in the: final position of words, sentences, structured + spontaneous speech; medial position " " " "	S+	S+ - M	M
B. Adam will correctly articulate the /sh/ phoneme in the: initial, final + medial position of words, in sentences + in structured + spontaneous speech.	NI	will begin soon	S
C. Adam will correctly articulate the /ch/ phoneme in the initial, final, + medial position of words in sentences and in structured + spontaneous speech	NI	NI	S
d. Adam will correctly articulate the /th/ phoneme in the initial position of words, in sentences + in structured + spontaneous speech	S	S+	M

Evaluation Procedures

Goal	A	B	C	D	
• ☐	☐	☐	☐		Criterion-Referenced/Curriculum Based Assessment
• I	☒	☒	☒	☒	Pre & Post Standardized Assessment
• ☐	☐	☐	☐		Pre & Post Base Line Data
• ☒ I	☒	☒	☒	☒	Quizzes/Tests
• ☐	☐	☐	☐		Student Self-assessment/Rubric
• ☐	☐	☐	☐		Mastery via Project/Experiment/Portfolio
• ☐	☐	☐	☐		Behavior/Performance Rating Scale
• ☐	☐	☐	☐		CMT/CAPT
• ☐	☐	☐	☐		Comparison of work samples
• ☐	☐	☐	☐		Other: (specify)

Performance Criteria

	Goal	A	B	C	D
• Percent of change	Goal ☒	85% accuracy A ☒	85% accuracy B ☒	85% accuracy C ☒	☒ 85% accuracy
• Months growth	Goal ☐	A ☐	B ☐	C ☐	
• Standard Score increase	Goal ☐	A ☐	B ☐	C ☐	
• Passing grades/score	Goal ☐	A ☐	B ☐	C ☐	
• Frequency/trials	Goal ☐	A ☐	B ☐	C ☐	
• Duration	Goal ☐	A ☐	B ☐	C ☐	
• Other: (specify below)	Goal ☐	A ☐	B ☐	C ☐	

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the General Curriculum; and to meet each of the student's other needs that result from the student's disability.

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*** Required if Transition Goals are written.

e. Adam is also working on /ng/ + doing well. /S+/ 3/99

3/99 I am very proud of Adam. He has been doing a great job + your help at home has been invaluable! Phyllis

6/99 Adam has mastered the /th/, /l/ and /ing/ sounds, he produces the /l/ sound in structured sentences + speech. Phyllis

Goal Page # 1 of 1 Goal Pages

Sandy Hook Elementary
12 Dickinson Drive
Sandy Hook, CT 06482

Language Arts Curriculum Based Assessments
Grade 1

Student Adam Lanza **Teacher** Mrs. Lavelle **Year** 1998/99

The following marks indicate:	
+	Strengths
No Mark	Satisfactory Progress
✓	Improvement Needed

Nov	Mar	June	**Reading Comments**
			demonstrates one-to-one matching (invents / omits text)
			integrates reading strategies (picture cues / chunks / re-reads / words in text)
			reads for comprehension
			self corrects
			reads with expression / fluency

Nov	Mar	June	**Writing Comments**
✓			uses appropriate letters for sounds
✓			demonstrates conventions of print (spaces words / capitalization / punctuation)
✓			can read back own writing / one-to-one correspondence
			uses complete sentences
			quality of writing (organization / fluency of ideas / writing process)

Assesments	**September**	**November**	**March**	**June**
Running Records / IRI		A	A	E
Strategies Used	M	M	M V	MSV
Comprehension	NA	NA	10	31 / 32
Bedrock	16 / 95	62 / 95	192 / 198	198 / 198
Letter Names	26 / 26	26 / 26	26 / 26	26 / 26
Letter Sounds	34 / 40	35 / 40	40 / 40	40 / 40
Name, First and Last	F ✖	F L	F L	F L
Writing Vocabulary	12 / 13	47/58	58 / 65	71 / 77
Copy A Sentence	7 / 7	7 / 7	7 / 7	7 / 7
Dictate a Sentence	28 / 37	35 / 37	37 / 37	37 / 37
Developmental Spelling	2.8	3.3	4.1	4.6 / 5.0
Writing Sample	NA	Nov 98	Mar 99	May 99

IEP Goals Report
Newtown High School
Special Education Department
2007 -2008

June 25, 2008

Dear Ms. Nancy Lanza,

According to Federal law, students receiving special education services must have their progress toward IEP goals and objectives updated four times a year. The report that follows uses the coded levels of achievement listed below to communicate the progress your child is making toward the mastery of his goals and objectives.

M - Mastered
S - Satisfactory
N - No Progress
U - Unsatisfactory Progress
NI - Not Introduced
NA - Not Applicable
O – Other (Please explain. IP - In Progress, I – Inconsistent, etc.)

If you have any questions, please feel free to contact me. You can reach me at Newtown High School's Special Education Department (203) 426-7690. I check my email twice daily, so this is the most efficient way to contact me - earles@newtown.k12.ct.us.

Sincerely,

Sherry Earle, Case Manager

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)
#1 Adam will master the curriculum of selected general education courses modified to meet his unique learning needs.

Eval Procedure 10
Perf Criteria G
Trials

11/07	2/08	4/08	6/08
S			

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1
Adam will participate in learning activities.

Eval Procedure 11
Perf Criteria G
Trials

S	S	S	S

Objecitve #2
Adam will pass content assessments.

Eval Procedure 1
Perf Criteria D
Trials

M			

Objecitve #3
Adam will complete homework.

Eval Procedure 9
Perf Criteria G
Trials

M			

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify) teacher observation	
12. Other (specify)	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Social/Behavioral — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)
#2 Adam will increase his tolerance for the normal school setting.

Eval Procedure 10
Perf Criteria E
Trials

11/07	2/08	4/08	6/08
S	S		

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1
Adam will attend mainstream education courses.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	S	S	S

Objecitve #2
Adam will move independently from one classroom setting to another.

Eval Procedure 11
Perf Criteria G
Trials

M			

Objecitve #3
Adam will tolerate the presence of adults and/or age-mates in his designated classrooms.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	S	S	S

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify) teacher observation	
12. Other (specify)	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Lanza	Adam	4/22/1992	Newtown Public Schools	8/27/2007
Last Name	First Name	Birth Date	School District	Meeting Date

Academic/Cognitive — **Enter Dates for Evaluating and Reporting Progress in Boxes Below**

Measurable Annual Goal* (Linked to Present Levels of Performance)

#3 Adam will increase his use of technology.

Eval Procedure 10
Perf Criteria E
Trials 4/5

11/07	2/08	4/08	6/08
S	S	M	

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objecitve #1

Adam will use a word processor for academic assignments.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	M		

Objecitve #2

Adam will send and receive email.

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	M		

Objecitve #3

Adam will use the Internet to complete research for academic assignments

Eval Procedure 11
Perf Criteria E
Trials 4/5

S	S	M	

Evaluation Procedures	Performance Criteria
1. Criterion-Referenced/Curriculum Based Assessments	A. Percent of Change
2. Pre andPost Standardized Assessments	B. Months Growth
3. Pre and Post Base Line Data	C. Standard Score Increase
4. Quizes/Tests	D. Passing Grades/Scores
5. Student Self-assessment/Rubric	E. Frequency/Trials
6. Project/Experiment/Portfolio	F. Duration
7. Behavior/Performance Rating Scale	G. Successful Completion of Task/Activity
8. CMT/CAPT	H. Mastery
9. Work Samples, Job Performance or Products	I. Other (Specify)
10. Achievement of Objectives (Note: use with goal only)	J. Other (Specify)
11. Other (specify) teacher observation	
12. Other (specify)	

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by end of year) **M**=Mastered **S**=Satisfactory Progress-Likely to achieve Goal **U**=UnsatisfactoryProgress-Unlikely to achieve goal **N**=No Progress-Will not achieve goal **NI**-Not Introduced **O**=Other (specify)

*** Related to meeting the student's needs that resullt from te individual's disability, to enable the student to be involved in and make progress in the regular curriculum, and to meet each of the student's other educational nees that result from the student's disability . **It is recommended that at a minimum, a goal and related objective be developed for the area of Employment/Post Secondary education if transitioin services are addressed. ***note: If transition services are addressed, Transitions Planning, Page 6 (Item 5 and 6) must be completed.**

Karen Beierle ENGLISH 7 (07 - YR - 12345) Crs:701 Sec:701-111 Per:07	Student Progress Report	11/1/2004 Newtown MS

Lanza, Adam **Student's Grade: 98% (A+)**

Weighted Type (Numeric Total Points)

#	Task Type (no weight)	Task Name	Score	Out Of	%	Letter Grade
1	Assignments	Writing Survey	10	10	100	A+
2	Assignments	Some things about ME	10	10	100	A+
3	Assignments	Outline of A Letter to Myself	10	10	100	A+
4	Assignments	9/10 & 9/17 planner checks	1	2	50	F
5	Assignments	Letter to Myself	10	10	100	A+
6	Assignments	Reading Survey	10	10	100	A+
7	Assignments	Parent Handbook	40	40	100	A+
8	Assignments	Literature & Language textbook covered	5	5	100	A+
9	Assignments	"Charles" Vocabulary Word Bank	10	10	100	A+
10	Assignments	9/25 &10/1 planner checks	2	2	100	A+
11	Assignments	Subject & Object Pronouns	10	10	100	A+
12	Assignments	Commas	10	10	100	A+
13	Assignments	Pre-Reading: The Witch of Blackbird Pond	20	20	100	A+
14	Assignments	Quiz: Verbs, Infinitives, Pronouns, Apostrophes & Commas	45	48	94	A
15	Assignments	10/8 planner check	1	1	100	A+
16	Assignments	10/15 &10/22 planner checks	2	2	100	A+
17	Assignments	Signed Interim	5	5	100	A+
18	Assignments	Chapter 1-3 Vocabulary List	10	10	100	A+
19	Assignments	Ch. 4-6 Vocabulary List	10	10	100	A+

Parent/Guardian: ______________________________
(please sign and return)

8/10/06

Adam Lonza: Chemistry class; Summer '06				GRADE SUMMARY	
Ch 1:	Assessment:	Earned:	Total points:	Computed Grade:	
	Practice Quiz	18	20		
	Ch 1 Review,Summary	25	26		
	3 Section Reviews	19	20		
	Solid, liquid, gas	3	3		
	Lab: pH at home	10	10		
	Lab: Cu(II) chloride + Al				
	Final Quiz, Ch 1	23	25		
		98	104	94.2	
Ch 2:	Assessment:	Earned:	Total points:	Computed Grade:	
	Sig fig worksheet	15	15		
	Section 2-1 Review	5	5		
	Section 2-2 Review	10	10		
	Section 2-3 Review	18	20		
	"Metric sys, Sci not, Den..."	17	20		
	My Ch 2 Review sheet	24	30		
	Ch 2 Review,Summary	20.5	27		
	Chapter practices	12	16		
	Lab: Water density	19	20		
	Lab: Coke/Diet Coke density	18	20		
	Lab: Pre/Post 1982 Pennies	20	22		
	Final Quiz, Ch 2				
		178.5	205	87.1	
Ch 3:	Assessment:	Earned:	Total points:	Computed Grade:	
	Wksht grams, mols		14		
	Final Quiz, Ch 3				
		0	14	0.0	
	Test: Chs 1-3		100		
Ch 4:	Assessment:	Earned:	Total points:	Computed Grade:	
	4-1 Rev Wksht: e- in atoms	8	12		
	Electron config wksht	18	18		
	Ch 4 Review,Summary		25		
	Final Quiz, Ch 4				
		26	55	47.3	
Ch 5:	Assessment:	Earned:	Total points:	Computed Grade:	
	Ch 5 Review,Summary	115.75	118		
	Final Quiz, Ch 5				
		115.75	118	98.1	

BMC
the music source
Bethel Music Center, LLC

Monthly Student Progress Report

Date: 6/30/04
Student: ADAM LANZA
Teacher: D. CURRIER
Lesson Day and Time: WED @ 4:30 PM
Attendance: week 1 ☒ week 2 ☒ week 3 ☒ week 4 ☒ week 5 ☒

E = Excellent, thorough understanding of subject matter
P = Progress is being shown
N = Needs improvement

Rhythm		Comments
Timing	E	
Time Signatures	E	
Note Values	E	
Comprehension	E	
Reading		
Lines & Spaces	E	
Key Signatures	E	
Intervals	E	
Melodic Patterns	P	Working very hard on these, but great for beg.
Sight Reading	E	
Technique		
Fingering	E	I can tell he has been practicing :)
Dexterity	E	
Articulation	E	
Breathing	E	
Embouchure Formation	E	
Interpretation		
Dynamic Expression	E	
Creative Expression	E	
Theory		
Comprehension	P	Moving right along at a great pace
Lesson Preparation		
Student brings lesson materials	E	Adam is a pleasure to teach
Student is prepared	E	
Student arrives to lesson on time	E	
Student arrives ready to work	E	

Teacher Signature: Dede E Currier

BMC
the music source
Bethel Music Center, LLC

Monthly Student Progress Report

Date: 5/26/04
Student: ADAM LANZA
Teacher: CURRIER
Lesson Day and Time: WED @ 4:30
Attendance: week 1 ☒ week 2 ☒ week 3 ☒ week 4 ☒ week 5 ☐

E = Excellent, thorough understanding of subject matter
P = Progress is being shown
N = Needs improvement

Rhythm		Comments
Timing	E	
Time Signatures	E	
Note Values	E	
Comprehension	E	Very Good for Beginner
Reading		
Lines & Spaces	P	
Key Signatures	P	
Intervals	P	
Melodic Patterns	P	
Sight Reading	P	
Technique		
Fingering	E	
Dexterity	P	
Articulation	P	Starting to really grasp Jazz articulations
Breathing	E	
Embouchure Formation	E	
Interpretation		
Dynamic Expression	P	
Creative Expression	E	
Theory		
Comprehension	N/A	
Lesson Preparation		
Student brings lesson materials	E	
Student is prepared	E	ALWAYS PREPARED :)
Student arrives to lesson on time	E	
Student arrives ready to work	E	

Teacher Signature: [signature]

P.O. Box 194
103 Greenwood Avenue
Bethel, CT 06801

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Reed Intermediate School
3 Trades Lane
Newtown, CT 06470

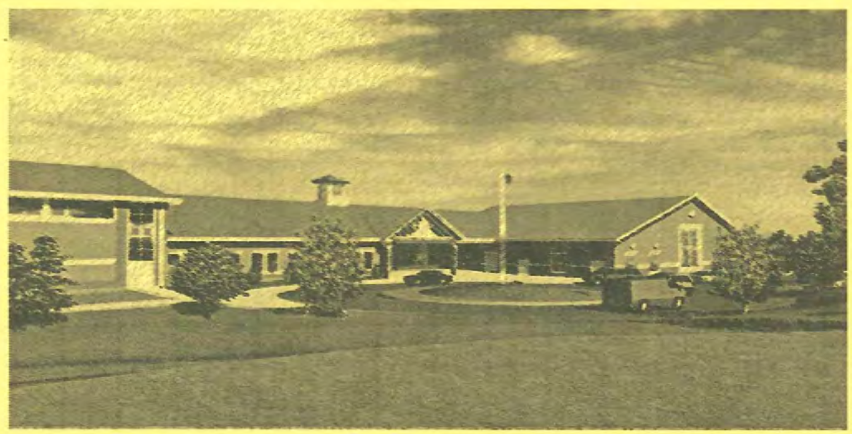
10020012 Lanza, Adam 06

1st Marking Period Grades 08/27/03 11/27/03

COURSE	TEACHER	1MP MRK	1MP EFF	2MP MRK	2MP EFF	3MP MRK	3MP EFF	4MP MRK	4MP EFF	FIN MRK	
6th Grade HomeRo	Strait,S										
SOC ST 6	Strait,S	A+	A								Uses In-depth Thinking Skills
											Grasps New Concepts with Ease
MATH 6	Carlson,H	A	A								Works Hard to Complete Task
READING 6	Strait,S										
PE 6	Vouros,Jane	A	A								Good Class Participation
ART 6	Ward,S	A-	A								Making Good Progress
CHORUS 6	Tenenbaum,M	B	B								Respectful Student
SCIENCE 6	Carlson,H	A	A+								Excellent Lab Skills
ENGLISH 6	Strait,S	A-	A								Creative Student
HEALTH 6	Failla,M	A+	A								Excellent Project Work
											Respectful Student

** PAGE 1 OF 1 **

If a student has an Individual Education Plan the grades on this report card will be modified in accordance with this plan.



M/M Lanza
RE: Adam Lanza
36 Yogananda St.
Sandy Hook, CT 06482

Home Room: 251A

QTR ABS: 4
QTR TRDY:0
YTD ABS: 4
YTD TRDY:0

Have a Safe and Happy Winter Break!!!

ACHIEVEMENT GRADES				EFFORT GRADE RANGE	
A+	(97-100)	C+	(77-79)	A+/A/A-	OUTSTANDING
A	(93-96)	C	(73-76)	B+/B/B-	VERY GOOD
A-	(90-92)	C-	(70-72)	C+/C/C-	SATISFACTORY
B+	(87-89)	D+	(68-69)	D+/D/D-	NEEDS TO IMPROVE
B	(83-86)	D	(66-67)	F	UNSATISFACTORY
B-	(80-82)	D-	(65)		
NM	NO MARK	F	BELOW 65		
P/F	PASS/FAIL	I	INCOMPLETE		

REED INTERMEDIATE SCHOOL - 270-4884

Karen Beierle
ENGLISH 7 (07 - YR - 12345)
Crs:701 Sec:701-111 Per:07

Student Progress Report

11/1/2004

Newtown MS

Lanza, Adam **Student's Grade: 98% (A+)**

Weighted Type (Numeric Total Points)

#	Task Type (no weight)	Task Name	Score	Out Of	%	Letter Grade
1	Assignments	Writing Survey	10	10	100	A+
2	Assignments	Some things about ME	10	10	100	A+
3	Assignments	Outline of A Letter to Myself	10	10	100	A+
4	Assignments	9/10 & 9/17 planner checks	1	2	50	F
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6	Assignments	Reading Survey	10	10	100	A+
7	Assignments	Parent Handbook	40	40	100	A+
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9	Assignments	"Charles" Vocabulary Word Bank	10	10	100	A+
10	Assignments	9/25 &10/1 planner checks	2	2	100	A+
11	Assignments	Subject & Object Pronouns	10	10	100	A+
12	Assignments	Commas	10	10	100	A+
13	Assignments	Pre-Reading: The Witch of Blackbird Pond	20	20	100	A+
14	Assignments	Quiz: Verbs, Infinitives, Pronouns, Apostrophes & Commas	45	48	94	A
15	Assignments	10/8 planner check	1	1	100	A+
16	Assignments	10/15 &10/22 planner checks	2	2	100	A+
17	Assignments	Signed Interim	5	5	100	A+
18	Assignments	Chapter 1-3 Vocabulary List	10	10	100	A+
19	Assignments	Ch. 4-6 Vocabulary List	10	10	100	A+

Parent/Guardian: ______________________________
(please sign and return)

John Ventresca
Math Period 4

Student Progress Report

10/31/2004

NEWTOWN MS

Lanza, Adam **Student's Grade: 83% (B)**

First Quarter (Numeric Total Points)

#	Task Type (no weight)	Task Name	Score	Out Of	%	Letter Grade
1	Homework	P.8+9 # 1-15	10	10	100	A+
2	Homework	P. 9+10 #16,17,18	10	10	100	A+
3	Homework	Module # 1 Section # 1 P+A WS	9	10	90	A-
4	Homework	P. 211-212 #1-39	7	10	70	C-
5	Quiz	Mod # 1 Section # 1 Quiz Graphing	35	40	88	B+
6	Homework	Parent Signature Sec.# 1 Quiz	5	5	100	A+
7	Homework	Lesson # 4 Volume of Prisms	10	10	100	A+
8	Homework	P. 439-441 # 14-19	10	10	100	A+
9	Homework	Metric Test Review	10	10	100	A+
10	Homework	Mod.# 6 Sec. # 5 P+A WS	10	10	100	A+
11	Exam	Metric Unit Test	168	240	70	C-
12	Homework	Signed Metric Test	5	5	100	A+
13	Homework	Math Olympiad Jan. 2002	7	10	70	C-
14	Homework	P. 23-24 # 12-32	8	10	80	B-
15	Quiz	Mod. # 1 Sec. # 2 Quiz: Sequences	76	88	86	B
16	Homework	Math Olympiad Nov. 2001	8	10	80	B-
17	Homework	P. 34-35 # 1-6	10	10	100	A+
18	Homework	P. 35-37 # 7-30	10	10	100	A+
19	Homework	Election Graph Analysis # 1	18	20	90	A-
20	Homework	Election Graph Analysis # 2	16	20	80	B-
21	Homework	Signed Interim	10	10	100	A+
22	Homework	Mod # 1 Sec. # 3 P+A WS	10	10	100	A+
23	Homework	Mod # 1 Sec. # 3 Study Guide	9	10	90	A-
24	Quiz	Mod # 1 Sec. # 3 Quiz Probability	75	77	97	A+
25	Homework	Signed Sec. # 3 Quiz		5		
26	Homework	Election Graph # 3	16	20	80	B-

Missing Tasks:

#	Task	Reason	Missing Percent
25	Signed Sec. # 3 Quiz	<empty>	0
		Total Percentage Missing:	0

Parent/Guardian: ______________________
(please sign and return)

John Ventresca
Math Period 4

Student Progress Report

10/31/2004

NEWTOWN MS

Lanza, Adam **Student's Grade: 83% (B)**

First Quarter (Numeric Total Points)

#	Task Type (no weight)	Task Name	Score	Out Of	%	Letter Grade
1	Homework	P.8+9 # 1-15	10	10	100	A+
2	Homework	P. 9+10 #16,17,18	10	10	100	A+
3	Homework	Module # 1 Section # 1 P+A WS	9	10	90	A-
4	Homework	P. 211-212 #1-39	7	10	70	C-
5	Quiz	Mod # 1 Section # 1 Quiz Graphing	35	40	88	B+
6	Homework	Parent Signature Sec.# 1 Quiz	5	5	100	A+
7	Homework	Lesson # 4 Volume of Prisms	10	10	100	A+
8	Homework	P. 439-441 # 14-19	10	10	100	A+
9	Homework	Metric Test Review	10	10	100	A+
10	Homework	Mod.# 6 Sec. # 5 P+A WS	10	10	100	A+
11	Exam	Metric Unit Test	168	240	70	C-
12	Homework	Signed Metric Test	5	5	100	A+
13	Homework	Math Olympiad Jan. 2002	7	10	70	C-
14	Homework	P. 23-24 # 12-32	8	10	80	B-
15	Quiz	Mod. # 1 Sec. # 2 Quiz: Sequences	76	88	86	B
16	Homework	Math Olympiad Nov. 2001	8	10	80	B-
17	Homework	P. 34-35 # 1-6	10	10	100	A+
18	Homework	P. 35-37 # 7-30	10	10	100	A+
19	Homework	Election Graph Analysis # 1	18	20	90	A-
20	Homework	Election Graph Analysis # 2	16	20	80	B-
21	Homework	Signed Interim	10	10	100	A+
22	Homework	Mod # 1 Sec. # 3 P+A WS	10	10	100	A+
23	Homework	Mod # 1 Sec. # 3 Study Guide	9	10	90	A-
24	Quiz	Mod # 1 Sec. # 3 Quiz Probability	75	77	97	A+
25	Homework	Signed Sec. # 3 Quiz		5		
26	Homework	Election Graph # 3	16	20	80	B-

Missing Tasks:

#	Task	Reason	Missing Percent
25	Signed Sec. # 3 Quiz	<empty>	0
		Total Percentage Missing:	0

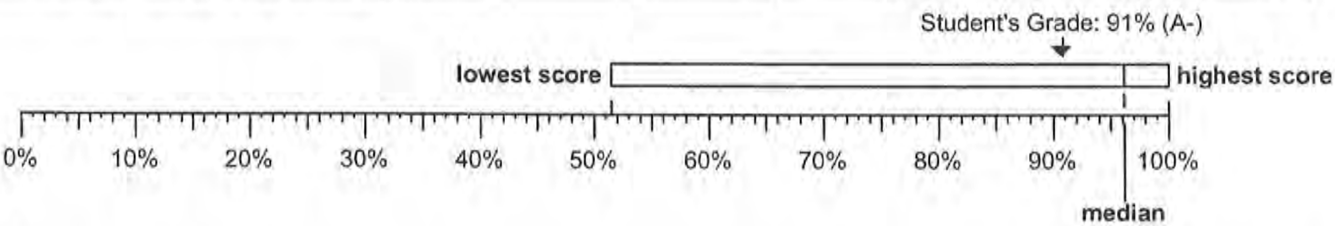
Parent/Guardian: ____________________
(please sign and return)

Oona Mulligan SOC ST 7 (08 - YR - 12345) Crs:702 Sec:702-7OR Per:08	Student Progress Report Mulligan Soc. St. 2004-05	11/1/2004 Newtown MS

Lanza, Adam — **Student's Grade: 91% (A-), Class Average: 93% (A)**

Weighted Type (Numeric Weighted Type)

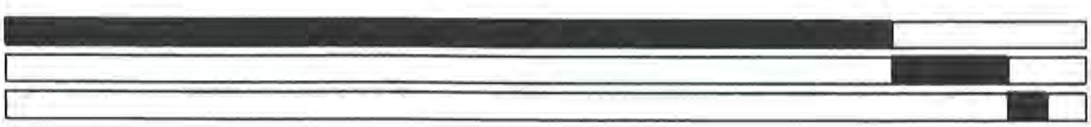
#	Task Type (weighted)	Task Name	Score	Out Of	%	Letter Grade	Class Avg (%)
1	Homework	Covered Textbook	10	10	100	A+	89
2	Homework	Marble Comp. Book	10	10	100	A+	97
3	Homework	Signed S.S. Letter	10	10	100	A+	89
4	Homework	Study Skills Sheet	15	15	100	A+	99
5	Homework	Preferences Sheet	15	15	100	A+	96
6	Homework	Election Terms	57	63	90	A-	79
7	Homework	Geo. Terms	67	80	84	B	91
8	Homework	Extra Credit/Hurricane Tracker	Excused	0	Excused	Excused	n/a
9	Homework	Scavenger Hunt	70	70	100	A+	99
10	Homework	Political Issues 1-5	96	100	96	A	90
11	Homework	Signed Progress Report	10	10	100	A+	80
12	Homework	Extra Credit:Mag.&Dec.Port	n/a	0	n/a	n/a	n/a
13	Homework	Ad. Worksheet	20	20	100	A+	83
14	Homework	Signed Ad. Rubric	10	10	100	A+	75
15	Homework	Political Issues6-10	96	100	96	A	87
16	Homework	Debate Notes	40	40	100	A+	95
17	Homework	Ad. on time	10	10	100	A+	100
18	Homework	Political Ad. Poster	135	150	90	A-	94
19	Homework	Signed Interim	10	10	100	A+	81
20	Homework	Persuasive Essay 1st Drafton time	10	10	100	A+	89
21	Homework	Persuasive Letter/Editor	140	150	93	A	93
22	Homework	Personal Char. Of an Explorer	0	40	0	F-	83
23	Homework	Chapter 5 packet	34	39	87	B+	90
24	Homework	Persuasive Essay on Time	10	10	100	A+	91
25	Homework	Exploration Policy Review Packet	88	88	100	A+	86
26	Homework	Journal Entries 1-35		175			n/a
27	Homework	Persuasive letter graphic org.		25			88
28	Homework	1st draft of persuasive letter		50			100



Missing Tasks:

#	Task	Reason	Missing Percent
22	Personal Char. Of an Explorer	0	4
		Total Percentage Missing:	4

Score	Count	% of Scores
#	23 of 28	82.1%
<empty>	3 of 28	10.7%
Excused	1 of 28	3.6%



Reed Intermediate School
3 Trades Lane
Newtown, CT 06470

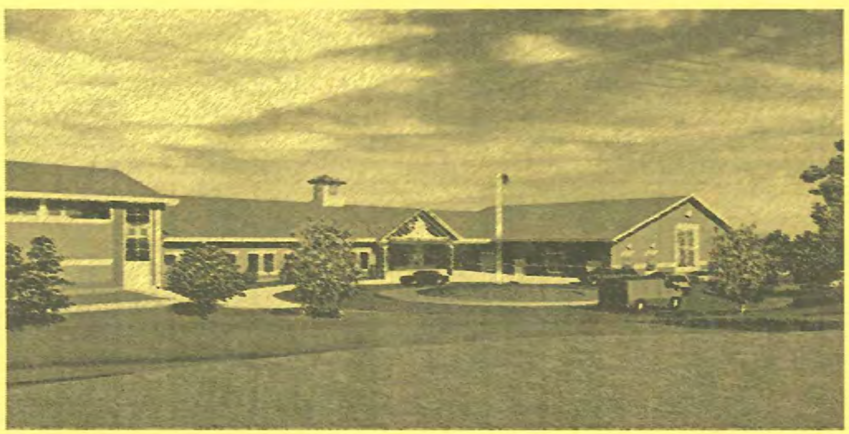
10020012 Lanza, Adam 06

2nd Marking Period Grades 12/01/03 03/12/04

COURSE	TEACHER	1MP MRK	1MP EFF	2MP MRK	2MP EFF	3MP MRK	3MP EFF	4MP MRK	4MP EFF	FIN MRK		Comments
6th Grade HomeRo	Strait,S											
SOC ST 6	Strait,S	A+	A	A-	A-							Making Good Progress
MATH 6	Carlson,H	A	A	A	A							Shows Initiative in Learning
READING 6	Strait,S			A	A							Outstanding Progress
PE 6	Vouros,Jane	A	A	B-	B							Good Class Participation
ART 6	Ward,S	A-	A	B-	C							Must Use Time Efficiently
CHORUS 6	Tenenbaum,M	B	B	A	A							Respectful Student
SCIENCE 6	Carlson,H	A	A+	A	A							Excellent Lab Skills
ENGLISH 6	Strait,S	A-	A	A+	A							More Class Participation
HEALTH 6	Failla,M	A+	A									
CB ART 6	Choniski,A			P								

** PAGE 1 OF 1 **

If a student has an Individual Education Plan the grades on this report card will be modified in accordance with this plan.



M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St.
Sandy Hook, CT 06482

Home Room: 251A

QTR ABS: 5
QTR TRDY:0
YTD ABS: 6
YTD TRDY:0

Have a Safe and Happy April Vacation! ! !

ACHIEVEMENT GRADES

A+	(97-100)	C+	(77-79)
A	(93-96)	C	(73-76)
A-	(90-92)	C-	(70-72)
B+	(87-89)	D+	(68-69)
B	(83-86)	D	(66-67)
B-	(80-82)	D-	(65)
NM	NO MARK	F	BELOW 65
P/F	PASS/FAIL	I	INCOMPLETE

EFFORT GRADE RANGE

A+/A/A-	OUTSTANDING
B+/B/B-	VERY GOOD
C+/C/C-	SATISFACTORY
D+/D/D-	NEEDS TO IMPROVE
F	UNSATISFACTORY

REED INTERMEDIATE SCHOOL - 270-4884

St. Rose School

Friday, May 27, 2005

Progress Report for Lanza, Adam

Term 4

Claudette Pilotti — Math 7

Term 4 Average: 90.8

Term 4 Grade: A-

Grade Scale

A	93.50	C+	76.50
A-	89.50	C	73.50
B+	86.50	C-	69.50
B	83.50	D	65.50
B-	79.50	F	0.00

Name	Date	Category	Term	Score	Max	Footnote
Homework	04/06/05	Homework	4	**	1	
Homework	04/08/05	Homework	4	**	1	
Homework	04/13/05	Homework	4	**	1	
Homework	04/14/05	Homework	4	**	1	
PopQuiz	04/12/05	PopQuiz	4	**	6	
Homework	04/26/05	Homework	4	**	1	
Quiz	04/26/05	Quiz	4	**	100	
Homework	04/28/05	Homework	4	1	1	
Homework	05/02/05	Homework	4	1	1	
Homework	05/02/05	Homework	4	1	1	
Homework	05/04/05	Homework	4	1	1	
Homework	05/10/05	Homework	4	1	1	
PopQuiz	05/11/05	PopQuiz	4	4.5	5	
Test	05/13/05	Test	4	93	100	
Test	05/16/05	Test	4	95	100	
Quiz	05/12/05	Quiz	4	84	100	
PopQuiz	5/19/05	PopQuiz	4	**	5	
Term #4	Subtotal		4	90.8	100	

Missing Work

Name	Date	Category	Name	Date	Category
Homework	04/06/05	Homework	PopQuiz	04/12/05	PopQuiz
Homework	04/08/05	Homework	Homework	04/26/05	Homework
Homework	04/13/05	Homework	Quiz	04/26/05	Quiz
Homework	04/14/05	Homework	PopQuiz	5/19/05	PopQuiz

Skill Information

	Term #4
Conduct	[illegible]
Effort	1

Reed Intermediate School
3 Trades Lane
Newtown, CT 06470

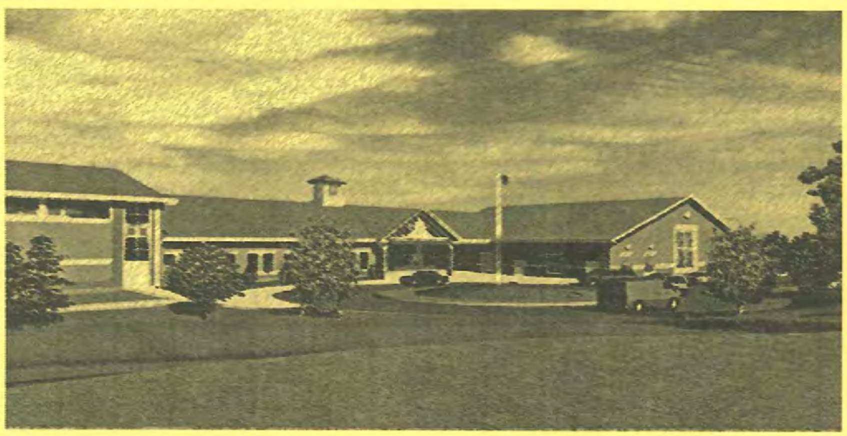
10020012 Lanza, Adam 06

3rd Marking Period Grades 03/15/04 06/30/04

COURSE	TEACHER	1MP MRK	EFF	2MP MRK	EFF	3MP MRK	EFF	4MP MRK	EFF	FIN MRK		
6th Grade HomeRo	Strait,S											
SOC ST 6	Strait,S	A+	A	A-	A-	A	A					Uses In-depth Thinking Skills
MATH 6	Carlson,H	A	A	A	A	A-	A					Works Hard to Complete Task
READING 6	Strait,S			A	A	A	A					Grasps New Concepts with Ease
PE 6	Vouros,Jane	A	A	B-	B	C	B+					Needs to Follow Directions
												Practice Basic Skills
ART 6	Ward,S	A-	A	B-	C	B	A					Outstanding Progress
CHORUS 6	Tenenbaum,M	B	B	A	A	B	B					Respectful Student
SCIENCE 6	Carlson,H	A	A+	A	A	A	A+					Respectful Student
												Cooperates with Others
ENGLISH 6	Strait,S	A-	A	A+	A	A	A					Grasps New Concepts with Ease
HEALTH 6	Failla,M	A+	A									
CB ART 6	Choniski,A			P								
CB COMPUTER 6	Royal,K					P						Good Class Participation
PROJ ADVENTURE 6	Vouros,Jane					P						

** PAGE 1 OF 1 **

If a student has an Individual Education Plan the grades on this report card will be modified in accordance with this plan.



M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St.
Sandy Hook, CT 06482

Home Room: 251A

QTR ABS: 5
QTR TRDY:0
YTD ABS: 11
YTD TRDY:0

Have a Safe and Happy Summer! ! !

ACHIEVEMENT GRADES				EFFORT GRADE RANGE	
A+	(97-100)	C+	(77-79)	A+/A/A-	OUTSTANDING
A	(93-96)	C	(73-76)	B+/B/B-	VERY GOOD
A-	(90-92)	C-	(70-72)	C+/C/C-	SATISFACTORY
B+	(87-89)	D+	(68-69)	D+/D/D-	NEEDS TO IMPROVE
B	(83-86)	D	(66-67)	F	UNSATISFACTORY
B-	(80-82)	D-	(65)		
NM	NO MARK	F	BELOW 65		
P/F	PASS/FAIL	I	INCOMPLETE		

REED INTERMEDIATE SCHOOL - 270-4884

Adam Lanza

Newtown Middle School

1st Marking Period Report Card

Grade: 07
Homeroom: A18

MP ABS: 2 YTD ABS: 2
MP Tardy: 0 YTD Tardy: 0

	1st MP		2nd MP		Sem	3rd MP		4th MP		Sem		
	Mrk	Eff	Mrk	Eff	Exm	Mrk	Eff	Mrk	Eff	Exm	Final	Comments for 1st Marking Period
SCIENCE 7 Johnsen	**A-**	**A**										Adam is a conscientious/responsible student. Adam is a respectful student.
ENGLISH 7 Beierle	**A+**	**A+**										Adam is making good progress. Adam is a conscientious responsible student.
SOC ST 7 Mulligan	**A-**	**A+**										Adam is a conscientious and responsible student. Adam is a self-directed learner.
MATH 7 Ventresca	**B-**	**B**										Adam exhibits a positive attitude.
PE 7 Fontaine	**A**	**A**										Adam participates in class on a consistent basis. Adam exhibits a positive attitude on a consistent basis.
COMP INTEGRATION 7 Tarabulski	*	*										
HEALTH 7 Seymour	*	*										
IND ARTS 7 Ramsey,D	*	*										
FAM&CON SCI Beck	*	*										
PROJ ADVENTURE 7 Washburn	**A**	**A**										Adam has honored the full-value contract.
ART 7 Spoonfeather	**C+**	**B**										Adam has made good progress.
BAND 7 Mahoney	**A**	**A**										Adam enjoys performing.
SPANISH 7 Begin	**A-**	**A**										Adam is a highly motivated student.

* Not enrolled in this course for this marking period.

Note: If a student has an Individual Education Plan (IEP) the grades on this report are modified in accordance with this plan.

LEGEND KEY FOR GRADES

ACHIEVEMENT GRADES

A+	(97-100)	**C+**	(77-79)
A	(93-96)	**C**	(73-76)
A-	(90-92)	**C-**	(70-72)
B+	(87-89)	**D+**	(68-69)
B	(83-86)	**D**	(66-67)
B-	(80-82)	**D-**	(65)
NM	NO MARK	**F**	BELOW 65
P/F	PASS/FAIL	**I**	INCOMPLETE

EFFORT GRADES

A+/A/A-	OUTSTANDING
B+/B/B-	VERY GOOD
C+/C/C-	SATISFACTORY
D+/D/D-	NEEDS TO IMPROVE
F	UNSATISFACTORY

Newtown Middle School

11 Queen Street
Newtown, Connecticut 06470-2172
(203) 426-7642

Diane Sherlock, Principal
Kathy Boettner, Assistant Principal

Fax: (203) 270-6102
Web Page: www.newtown.k12.ct.us/~nms

Name	Age	Teacher	Gr	Testing Date:	Date Of Birth
ADAM LANZA	9	HART	4	10/10/01	4/22/92

	Fall Score	Health Standard	Health Standard Check	Challenge Standard	Challenge Standard Check	Spring Score	Health Standard	Health Standard Check	Challenge Standard	Challenge Standard Check
FLEXIBILITY Modified Sit-and-Reach test Number of centimeters reached	34/35	25		33	√		25		33	
MUSCULAR STRENGTH/ ENDURANCE Patrial Curl-up test Number completed	60	20		45	√		20		45	
UPPER-BODY STRENGTH Right Angle Push-up test Number completed	04	09		21			09		21	
AEROBIC ENDURANCE One-mile run/walk Time in minutes/seconds	09:38	09:45	√	08:15			09:45		08:15	
AEROBIC ENDURANCE 1/2 mile (grade 3 only) Time in minutes/seconds	NA	4:14		3:30			4:14		3:30	

Adam Lanza

Newtown Middle School

2nd Marking Period Report Card

Grade: 07
Homeroom: A18

MP ABS: 2 YTD ABS: 4
MP Tardy: 0 YTD Tardy: 0

	1st MP		2nd MP		Sem	3rd MP		4th MP		Sem		
	Mrk	Eff	Mrk	Eff	Exm	Mrk	Eff	Mrk	Eff	Exm	Final	Comments for 2nd Marking Period
SCIENCE 7 Johnsen	A-	A	A+	A+	**							Adam is making good progress.
ENGLISH 7 Beierle	A+	A+	A-	A	**							Adam is prepared for class. Adam is a conscientious responsible student.
SOC ST 7 Mulligan	A-	A+	A	A+	**							Adam shows initiative in learning. Adam has a positive attitude.
MATH 7 Ventresca	B-	B	B	B	**							Adam is conscientious/responsible student.
PE 7 Fontaine	A	A	A	A	**							Adam participates in class on a consistent basis. Adam exhibits a positive attitude on a consistent basis.
COMP INTEGRATION 7 Tarabulski	*	*	A	A	**							Adam has done a superior job on all projects.
HEALTH 7 Seymour	*	*	*	*	**							
IND ARTS 7 Ramsey,D	*	*	*	*	**							
FAM&CON SCI Beck	*	*	*	*	**							
PROJ ADVENTURE 7 Washburn	A	A	*	*	**							
ART 7 Spoonfeather	C+	B	A-	A	**							Adam has made good progress.
BAND 7 Mahoney	A	A	A+	A	**							Adam is a talented student.
SPANISH 7 Begin	A-	A	A	A	**							Adam is a conscientious and responsible student.

HONOR ROLL!!

* Not enrolled in this course for this marking period.

** No semester exam given.

Note: If a student has an Individual Education Plan (IEP) the grades on this report are modified in accordance with this plan.

LEGEND KEY FOR GRADES

ACHIEVEMENT GRADES

A+	(97-100)	**C+**	(77-79)
A	(93-96)	**C**	(73-76)
A-	(90-92)	**C-**	(70-72)
B+	(87-89)	**D+**	(68-69)
B	(83-86)	**D**	(66-67)
B-	(80-82)	**D-**	(65)
NM	NO MARK	**F**	BELOW 65
P/F	PASS/FAIL	**I**	INCOMPLETE

EFFORT GRADES

A+/A/A-	OUTSTANDING
B+/B/B-	VERY GOOD
C+/C/C-	SATISFACTORY
D+/D/D-	NEEDS TO IMPROVE
F	UNSATISFACTORY

Newtown Middle School

11 Queen Street
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Diane Sherlock, Principal
Kathy Boettner, Assistant Principal

Fax: (203) 270-6102
Web Page: www.newtown.k12.ct.us/~nms

Adam Lanza

Newtown Middle School

3rd Marking Period Report Card

Grade: 07
Homeroom: A18

MP ABS: 7 YTD ABS: 11
MP Tardy: 0 YTD Tardy: 0

	1st MP		2nd MP		Sem	3rd MP		4th MP		Sem		
	Mrk	Eff	Mrk	Eff	Exm	Mrk	Eff	Mrk	Eff	Exm	Final	Comments for 3rd Marking Period
SCIENCE 7 Johnsen	A-	A	A+	A+	**	A-	A					Adam is making good progress.
ENGLISH 7 Beierle	A+	A+	A-	A	**	B	B					Adam's satisfactory work continues.
SOC ST 7 Mulligan	A-	A+	A	A+	**	A	A+					Adam is always on task and eager to succeed. Adam is a respectful student.
MATH 7 Ventresca	B-	B	B	B	**	A-	B+					Adam is conscientious/responsible student.
PE 7 Fontaine	A	A	A	A	**	A	A					Adam participates in class on a consistent basis. Adam exhibits a positive attitude on a consistent basis.
COMP INTEGRATION 7 Tarabulski	*	*	A	A	**	*	*					
HEALTH 7 Seymour	*	*	*	*	**	A	A					Adam is a fully engaged, positive, enthusiastic participant.
IND ARTS 7 Ramsey,D	*	*	*	*	**	*	*					
FAM&CON SCI Beck	*	*	*	*	**	*	*					
PROJ ADVENTURE 7 Washburn	A	A	*	*	**	*	*					
ART 7 Spoonfeather	C+	B	A-	A	**	B	B					Adam is progressing on schedule.
BAND 7 Mahoney	A	A	A+	A	**	A-	A					Adam is a talented student.
SPANISH 7 Begin	A-	A	A	A	**	A	A					Adam is a self-directed learner.

HONOR ROLL!!

* Not enrolled in this course for this marking period.

** No semester exam given.

Note: If a student has an Individual Education Plan (IEP) the grades on this report are modified in accordance with this plan.

C086-07-50-01-01

LANZA ADAM

INDIVIDUAL REPORT
Connecticut Mastery Test: 3rd Edition

DISTRICT: NEWTOWN SCHOOL DISTRICT
SCHOOL: NEWTOWN MIDDL
CLASSROOM: NO NAME
TEST: CMT 3RD EDITION: GRADE 7
TEST DATE: SEP 2004

GRADE: 07
Date of Birth: 04/22/92
ID Number:
Gender: M

MATHEMATICS PERFORMANCE:

CLUSTER	MASTERY CRITERIA	STUDENT SCORE
NUMBER SENSE		
1. Place Value	4 of 6	6 MAST
2. Pictorial Representation of Numbers	4 of 6	6 MAST
3. Equivalent Fractions/Decimals/Percents	3 of 4	3 MAST
4. Order, Magnitude and Rounding of Numbers	6 of 8	8 MAST
OPERATIONS		
5. Models for Operations	4 of 6	6 MAST
7. Computations with Whole Numbers and Decimals	6 of 8	7 MAST
8. Computation with Fractions	4 of 6	6 MAST
9. Solve Word Problems	6 of 8	6 MAST
ESTIMATION AND APPROXIMATION		
10. Numerical Estimation Strategies	6 of 8	5
11. Estimating Solutions to Problems	4 of 6	5 MAST
RATIO, PROPORTION AND PERCENT		
12. Ratios and Proportions	3 of 4	4 MAST
MEASUREMENT		
15. Approximating Measures	3 of 4	4 MAST
16. Customary and Metric Measures	6 of 8	5
SPATIAL RELATIONSHIPS AND GEOMETRY		
17. Geometric Shapes and Properties	6 of 8	6 MAST
18. Spatial Relationships	4 of 6	6 MAST
PROBABILITY AND STATISTICS		
19. Tables, Graphs, and Charts	4 of 6	5 MAST
20. Statistics and Data Analysis	4 of 6	5 MAST
21. Probability	4 of 6	5 MAST
PATTERNS		
22. Patterns	4 of 6	5 MAST
ALGEBRAIC CONCEPTS		
23. Algebraic Concepts	4 of 6	5 MAST
DISCRETE MATHEMATICS		
24. Classification and Logical Reasoning	4 of 6	5 MAST
INTEGRATED UNDERSTANDINGS		
25. Mathematical Applications	6 of 9	2

OVERALL PERFORMANCE

MATHEMATICS (RAW Scores)

Student Score (115)
Class Average (107.6)
School Average (107.6)
District Average (107.6)

READING TOTAL (Adjusted Raw Scores)

Student Score ( )
Class Average (0.0)
School Average (0.0)
District Average (0.0)

WRITING TOTAL (Adjusted Raw Scores)

Student Score ( )
Class Average (0.0)
School Average (0.0)
District Average (0.0)

READING PERFORMANCE:

READING COMPREHENSION

CLUSTER	MASTERY CRITERIA	STUDENT SCORE
Forming and Initial Understanding	7 of 10	7 MAST
Developing and Interpretation	4 of 6	4 MAST
Demonstrating a Critical Stance	10 of 14	7

DEGREES OF READING POWER

DRP Unit Score at P=80 — STUDENT SCORE
Score range from 15- to 99+

WRITING PERFORMANCE:

EDITING AND REVISING

CLUSTER	MASTERY CRITERIA	STUDENT SCORE
Composing/Revising	15 of 20	20 MAST
Editing	15 of 20	17 MAST

DIRECT WRITING SAMPLE

Holistic Writing Score — STUDENT SCORE
Score range from 2 to 12

Reed Intermediate School
3 Trades Lane
Newtown, CT 06470

10020012 Lanza, Adam 06

3rd Marking Period Grades 03/15/04 06/30/04

Course	Teacher	1MP MRK	1MP EFF	2MP MRK	2MP EFF	3MP MRK	3MP EFF	4MP MRK	4MP EFF	FIN MRK
6th Grade HomeRo	Strait,S									
SOC ST 6	Strait,S	A+	A	A-	A-	A	A			
MATH 6	Carlson,H	A	A	A	A	A-	A			
READING 6	Strait,S			A	A	A	A			
PE 6	Vouros,Jane	A	A	B-	B	C	B+			
ART 6	Ward,S	A-	A	B-	C	B	A			
CHORUS 6	Tenenbaum,M	B	B	A	A	B	B			
SCIENCE 6	Carlson,H	A	A+	A	A	A	A+			
ENGLISH 6	Strait,S	A-	A	A+	A	A	A			
HEALTH 6	Failla,M	A+	A							
CB ART 6	Choniski,A			P						
CB COMPUTER 6	Royal,K					P				
PROJ ADVENTURE 6	Vouros,Jane					P				

Uses In-depth Thinking Skills
Works Hard to Complete Task
Grasps New Concepts with Ease
Needs to Follow Directions
Practice Basic Skills
Outstanding Progress
Respectful Student
Respectful Student
Cooperates with Others
Grasps New Concepts with Ease

Good Class Participation

** PAGE 1 OF 1 **

M/M Peter Lanza
RE: Adam Lanza
36 Yogananda St.
Sandy Hook, CT 06482

Home Room: 251A

QTR ABS: 5
QTR TRDY:0
YTD ABS: 11
YTD TRDY:0

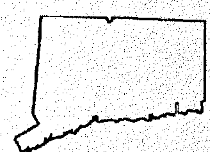
Have a Safe and Happy Summer! ! !

Connecticut Mastery Test
Third Generation

Student Report

ADAM LANZA

Grade: **6**



Birthdate: 04/22/92
Student ID: 10020012

Form: O
Test Date: 09/17/03

Class Code:
School: REED INTERMED
School Code: 0511
District: NEWTOWN
District Code: 097
State: Connecticut

CTB McGraw-Hill

OVERALL RESULTS

Adam scored at the Goal level on the Mathematics Test, scored at the Advanced level on the Reading Test and scored at the Advanced level on the Writing Test.

	Below Basic (Level 1)	Basic (Level 2)	Proficient (Level 3)	Goal* (Level 4)	Advanced* (Level 5)
MATHEMATICS				+	
READING					+
WRITING					+
				Goal Range	

MATHEMATICS RESULTS

ADAM'S TOTAL MATHEMATICS SCALE SCORE = 289
(Score Range 100 - 400)

Adam scored at the Goal level on the grade 6 Mathematics Test. Generally, students who score at this level possess the knowledge and skills necessary to perform the tasks and assignments expected of sixth graders with minimal teacher assistance. These students demonstrate well-developed computational skills, conceptual understanding and problem-solving skills.

		Below Basic (190 or below)	Basic (191-214)	Proficient (215-244)	Goal* (245-292)	Advanced* (293 or above)
Student's Score	289					
School Average	284					
District Average	284					
					Goal Range	

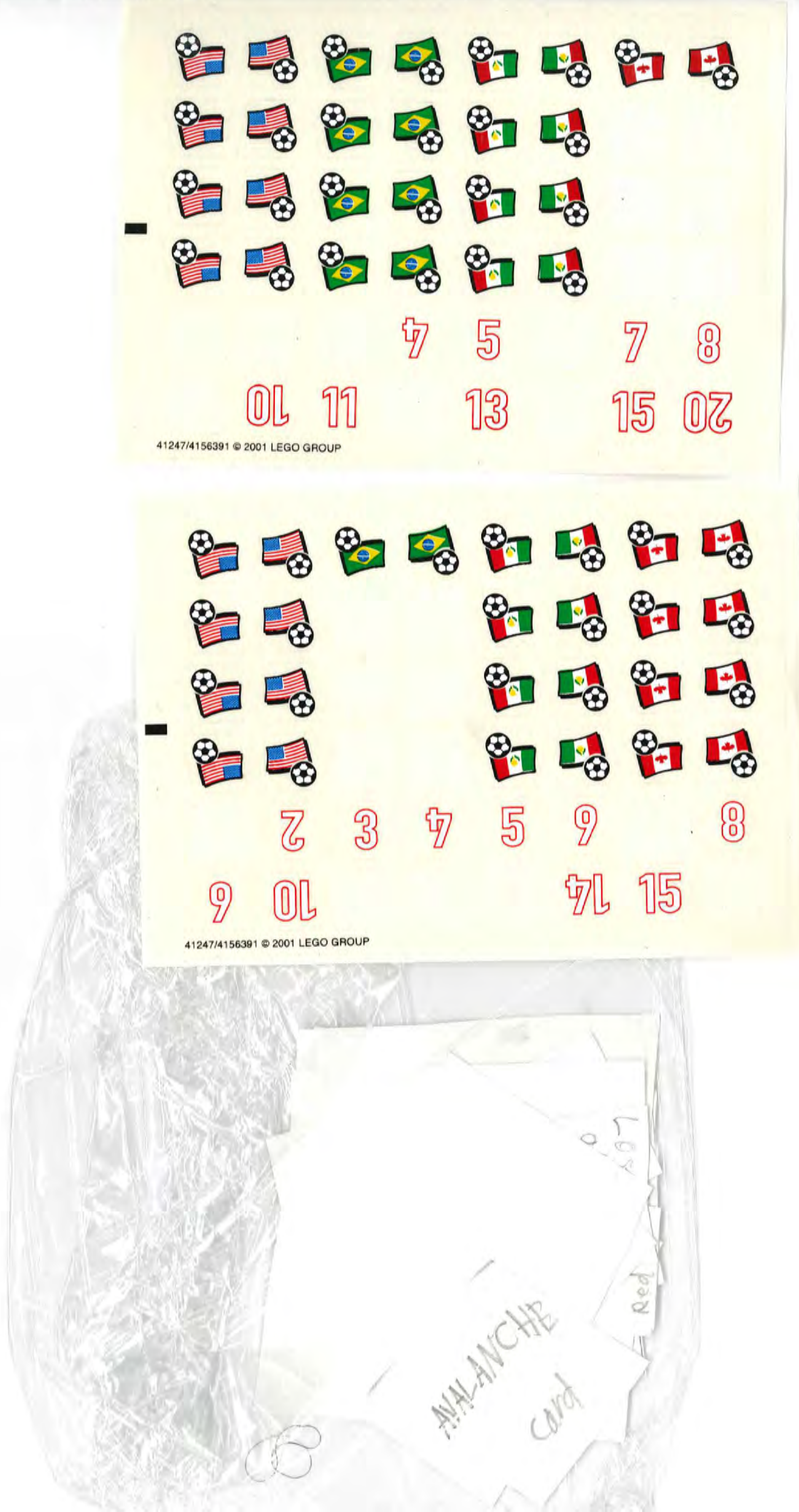
Content Strands	Mastery Criteria	Student's Score
Number Sense		
• 1. Place Value	4 of 6	6
• 2. Pictorial Representations of Numbers	4 of 6	6
• 3. Equivalent Fractions, Decimals and Percents	3 of 4	4
• 4. Order, Magnitude and Rounding of Numbers	6 of 8	7
Operations		
• 5. Models for Operations	6 of 8	7
• 6. Basic Facts	4 of 6	6
• 7. Computation with Whole Numbers and Decimals	4 of 6	6
• 8. Computation with Fractions	4 of 6	5
• 9. Solve Word Problems	4 of 6	5
Estimation And Approximation		
• 10. Numerical Estimation Strategies	4 of 6	6
• 11. Estimating Solutions to Problems	3 of 4	4
Measurement		
• 14. Time	3 of 4	4
• 15. Approximating Measures	4 of 6	6
• 16. Customary and Metric Measures	6 of 8	6

Content Strands	Mastery Criteria	Student's Score
Spatial Relationships And Geometry		
• 17. Geometric Shapes and Properties	4 of 6	6
• 18. Spatial Relationships	4 of 6	6
Probability And Statistics		
• 19. Tables, Graphs and Charts	4 of 6	6
**20. Statistics and Data Analysis	4 of 6	3
• 21. Probability	4 of 6	5
Patterns		
• 22. Patterns	4 of 6	5
Algebra And Functions		
• 23. Algebraic Concepts	3 of 4	3
Discrete Mathematics		
• 24. Classification and Logical Reasoning	4 of 6	6
Integrated Understandings		
**25. Mathematical Applications	6 of 9	4

Total Mathematics Raw Score = 122
Total number of 6th grade content strands mastered = 21 out of 23

• = Mastered this Content Strand ** = Did Not Master this Content Strand * = Within Goal Range

0007013


41247/4156391 © 2001 LEGO GROUP
41247/4156391 © 2001 LEGO GROUP
AVALANCHE card
Red

Barret

Red 13

Aeris

Lose 1 materia!

You got $6!

Roll again!

Shinra card

AVALANCHE card

Lose $7!

AVALANCHE card

Roll twice!

Red 13

starts with:

- $4
- Potion X 10
- Ether X 3

Shinra card

Tifa

starts with:

- $1
- Poison materia
- Ether
- Shiva materia
- Potion
- Hi-potion X3

Shinra card

Cloud

Starts with:

- $15
- Potion X 2
- Hi-Potion X 3
- Transform materia
- Demi materia

Barret

starts with:

- $10
- Potion X 2
- Ether

Aeris

starts with:

- $20
- Ifrit materia

Barret

Red 13

Aeris

Shinra card

AVALANCHE card

AVALANCHE card

Lose $5!

You found knights of the round materia!

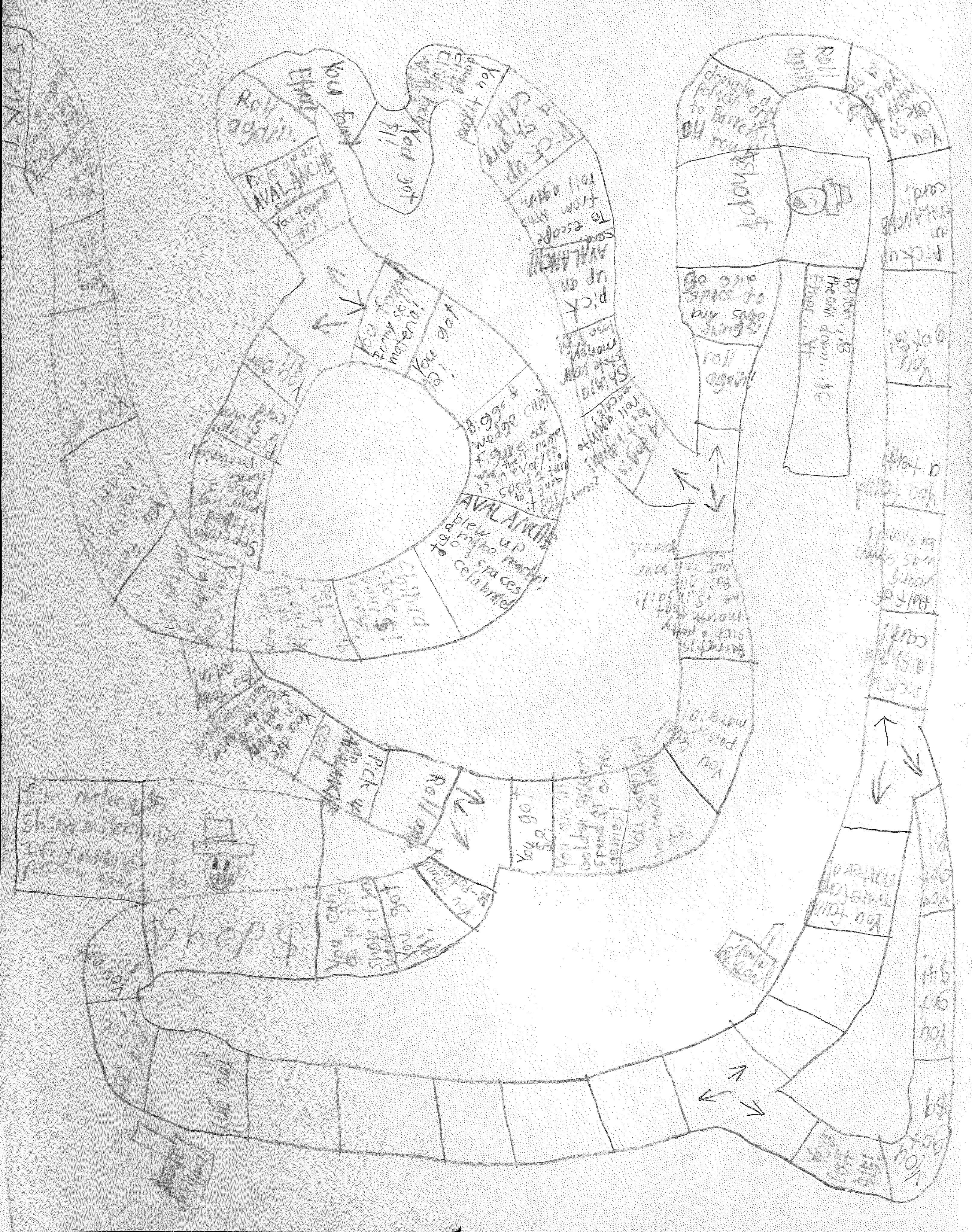
Shinra card

Roll again!

AVALANCHE card

Skip turn!

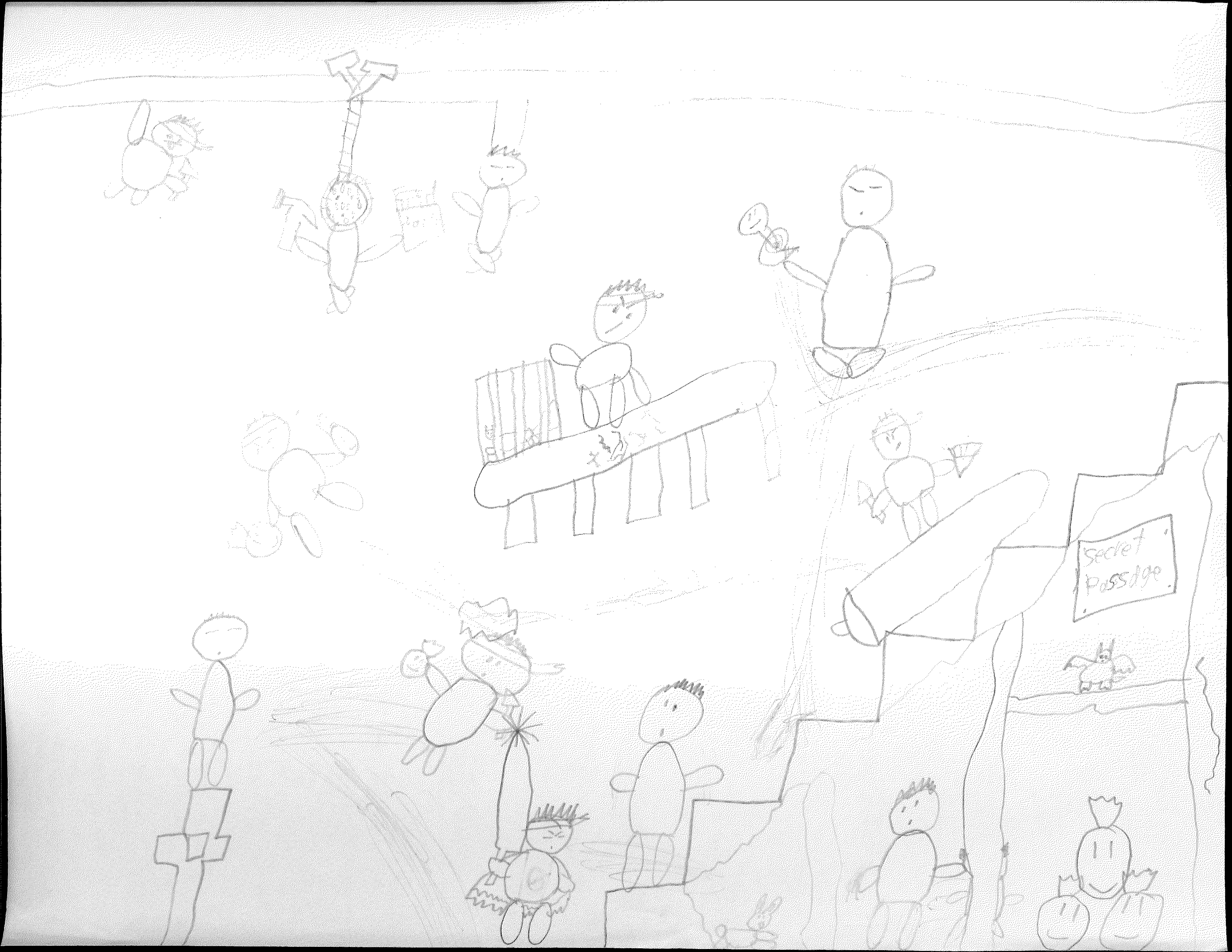
Lose all items!

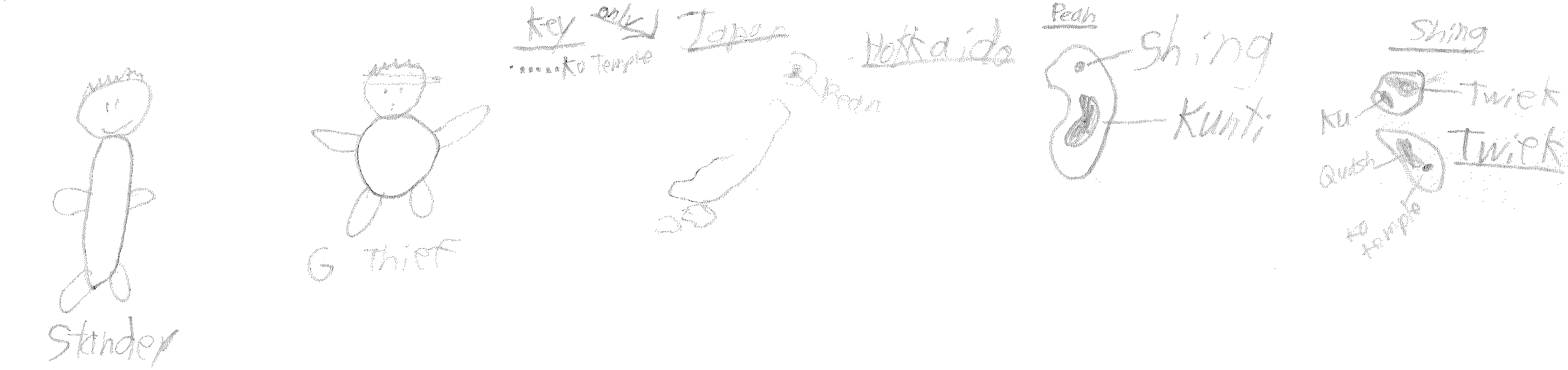

START
Roll again.
Pick up an AVALANCHE card
You found Ether.
You found Ether!
You got $1!
You found Enemy Skill material!
You got $2!
Biggs & Wedge can't figure out what their name is in every FF. Spend 1 turn to figure it out.
AVALANCHE blew up a mako reactor! Go 3 spaces to celebrate!
Shinra stole your $!
fire material...$5
Shiva material...$10
Ifrit material...$15
Poison material...$3
$ Shop $
Go one space to buy some things!
Potion...$3
Phoenix down...$6
Ether...$4
roll again!

6
6
Lost
4:55
HaHa
welcome to
Calm Land

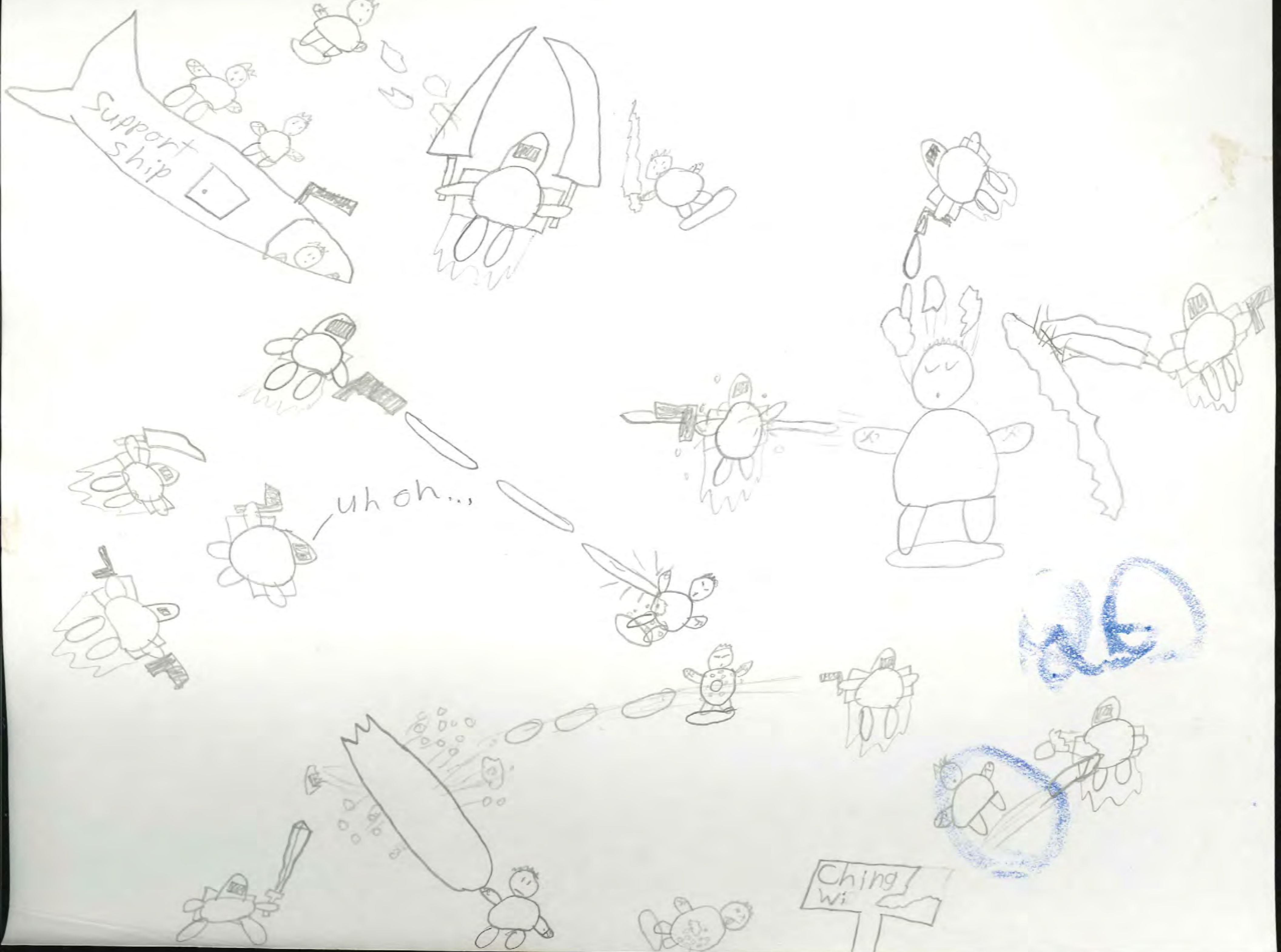
my dwaihng

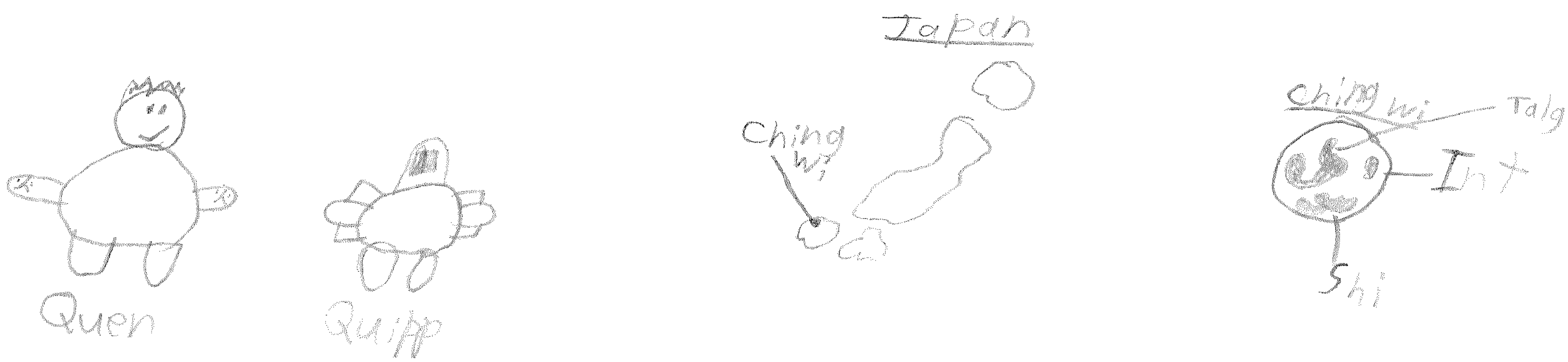
Magk missle


Seclet Passdge



Ko temple is a very small temple in Twiek. Their moddo is "animals are more important than us." In 106 G Thiefs stole the valuables of the temple. The G Thiefs came from the Fei (real place) in China. There were only 20 standey in Ko temple. They escaped with all the animals through a secret passage. Ko temple was destroyed. They were dumber than a moose. There were only 50 G thiefs, and in total of standey in all of Peah there were 3,000. The G thiefs went to Qutsh. Cru is the leader of the G thiefs wanted to steal Qutshes valuables. When the 20 standey and animals left the passage they were in Qutsh. They warned everyone that the G thiefs would attack. In 107 the G thiefs attacked.

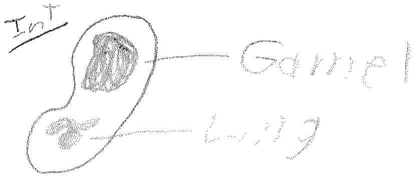

Support Ship
uh oh...
Ching Wi



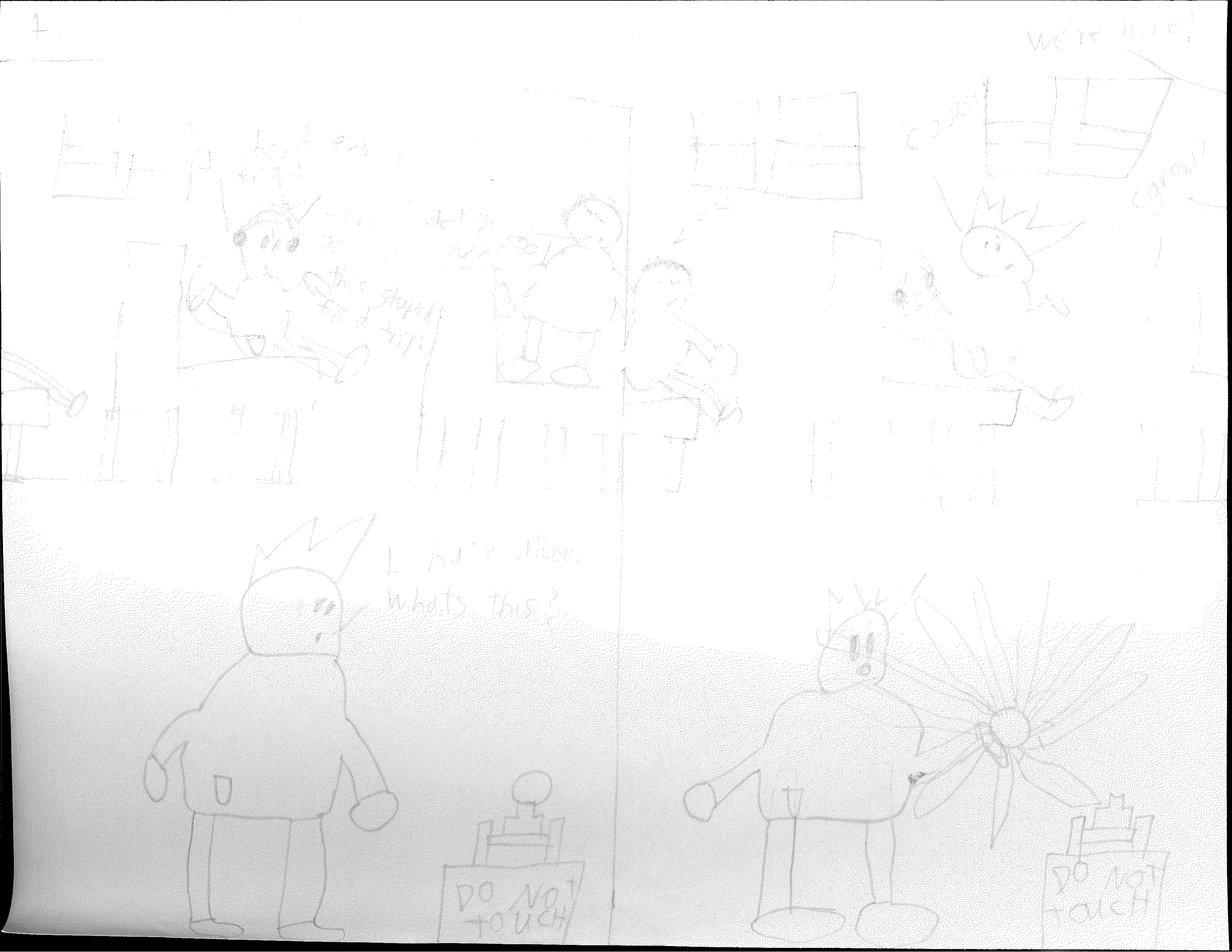
The Quen roamed around Ching Wi, where they live. This was their only land. Then the Quipp came. The Quipp have been trying to take over Japan for years, but never got their land or battles won. In the year 106 Kanta the leader of the Quipp attacked Ching Wi. The Quen were not ready. Kanta's 2,000 army troop overpowered the 1,000 Quen. Twish, the leader of the Quen told all the Quen in Shi to help the battle in Talg. There were 1,500 now. They faught and 650 of the Quen were slottered. They only beat 700 of the Quipp. Twish and all the other Quen fled to Int. There there was 100 Quen. Kanta took over Talg and Shi. Twish called all the Quen that were out of Ching Wi on a Support Ship. 50 came. Kanta was not satisfied. He [illegible] to [illegible] Ching Wi [illegible] he attacked Int. It was the 1,300 [illegible] the 1,000 Quen. The fate of Ching Wi [illegible]

Next Paper

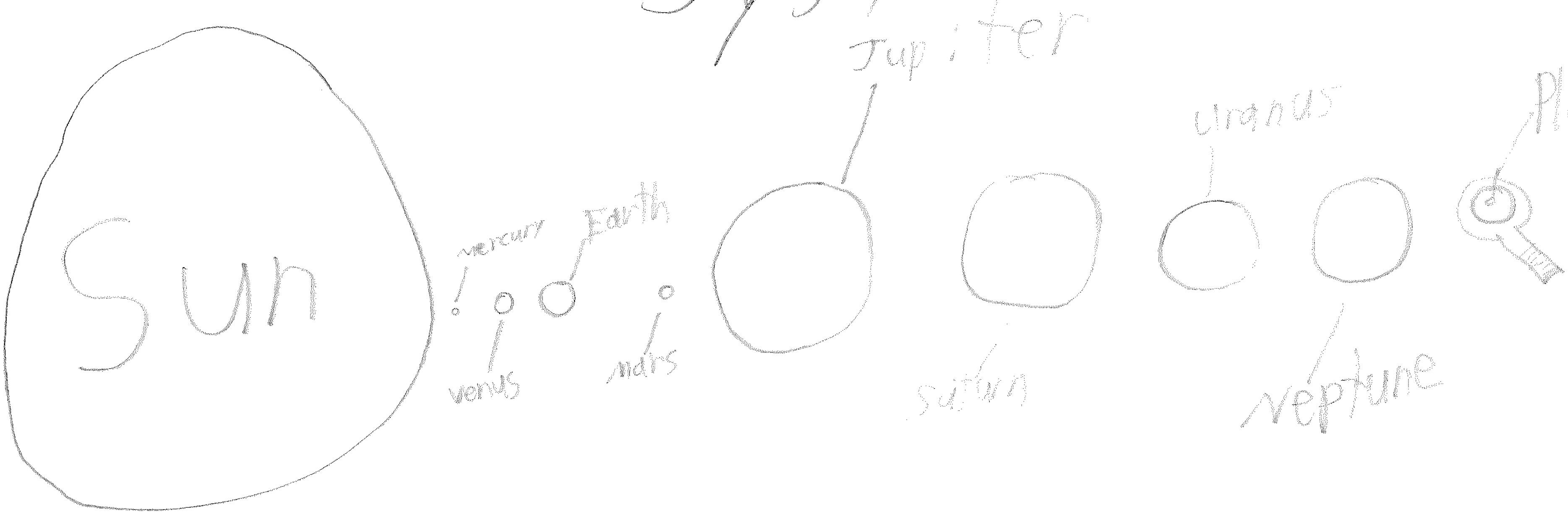
Welcome
the town



Twish was informed about the attack on Gamel. He sent
700 Quen there. It was 1,000 Quipp attacking Gamel. Kent
the officer of Twish led the 700 Quen. He held of
7 Quipp all by himself. When his body guard died, 8 Quipp
had him surrounded. Kanta ran past the peweas and went
for Twish. In 110 the war was still going. There were 300 Quen
and 500 Quipp. Kent tried to stop Kanta with every
Quen left. He almost lost, but the 300 Quen in Ling
came including Twish. Kent and Twish fought Kanta. That was
when it happened. Kanta shot a bullet right through Twishes
sku[illegible] when Kanta was off guard Kent slashed him with [illegible] fire[illegible] 100 [illegible]. Kent
Tried Kanta's head and
[illegible] the remaining 300 Quipp fled Ching Wi and Kyushu and hid in
Hokaido. It was only the 400 Quen left. Kent yelled "who wants
Twish was buried in the center of Gamel. Kent now was the leader.
Quen now had Ching Wi again. Kent and the rest of the


We're here!
Whats this?
DO NOT TOUCH
DO NOT TOUCH

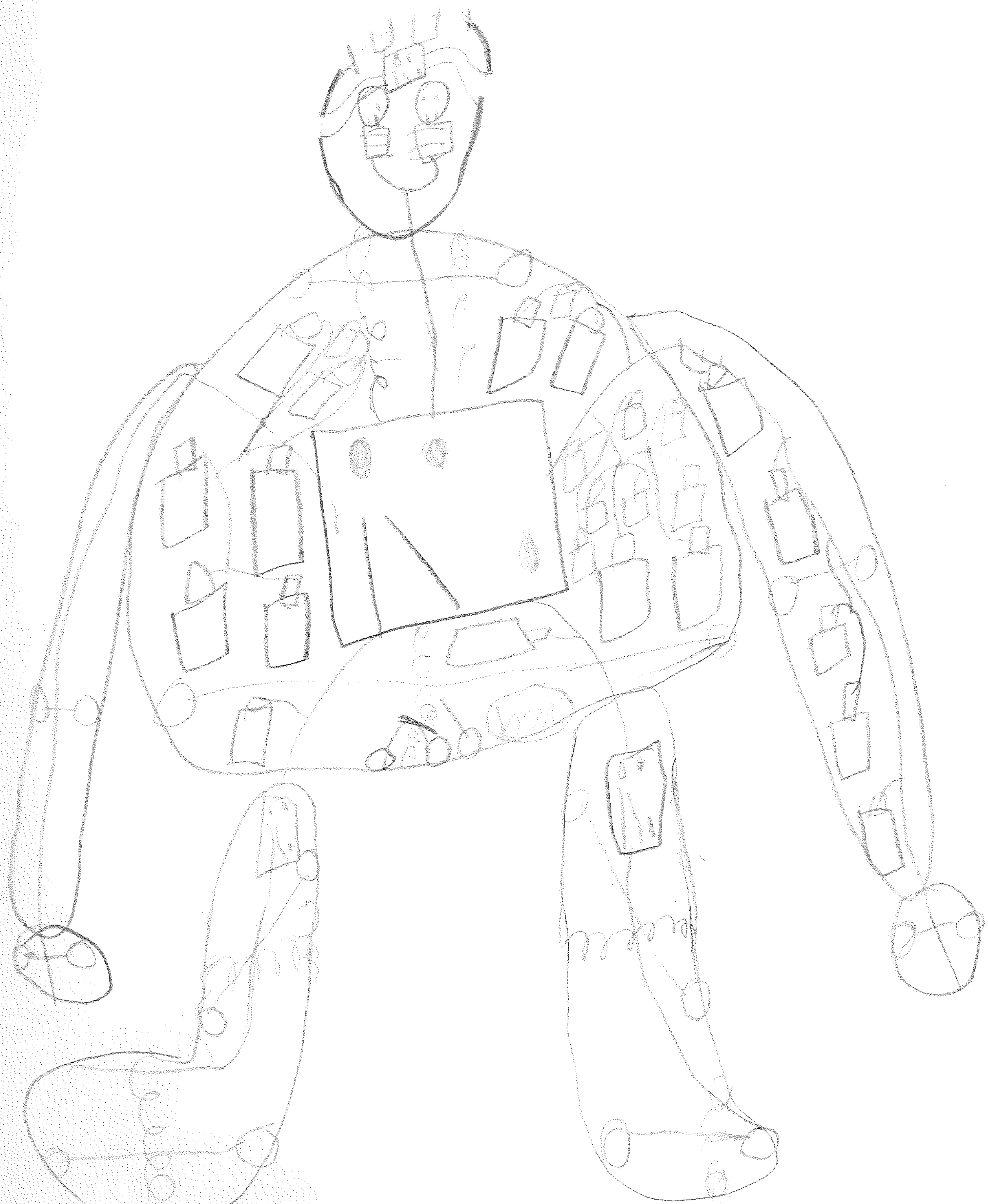
Scale of Solar System



Name : Hypersjetickic

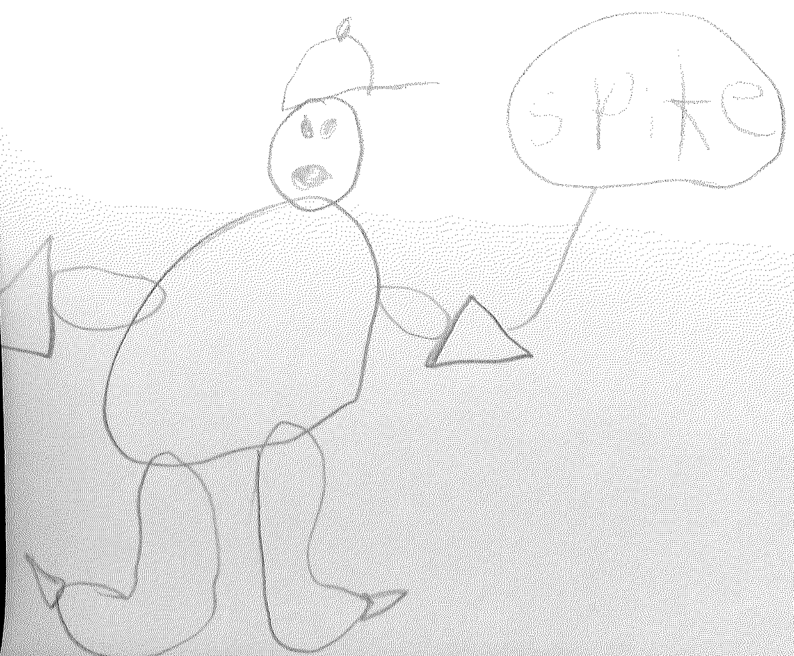
Attaks: Mega Panch, Slash, Stab, Slash Stab, Blast gun, Stare.

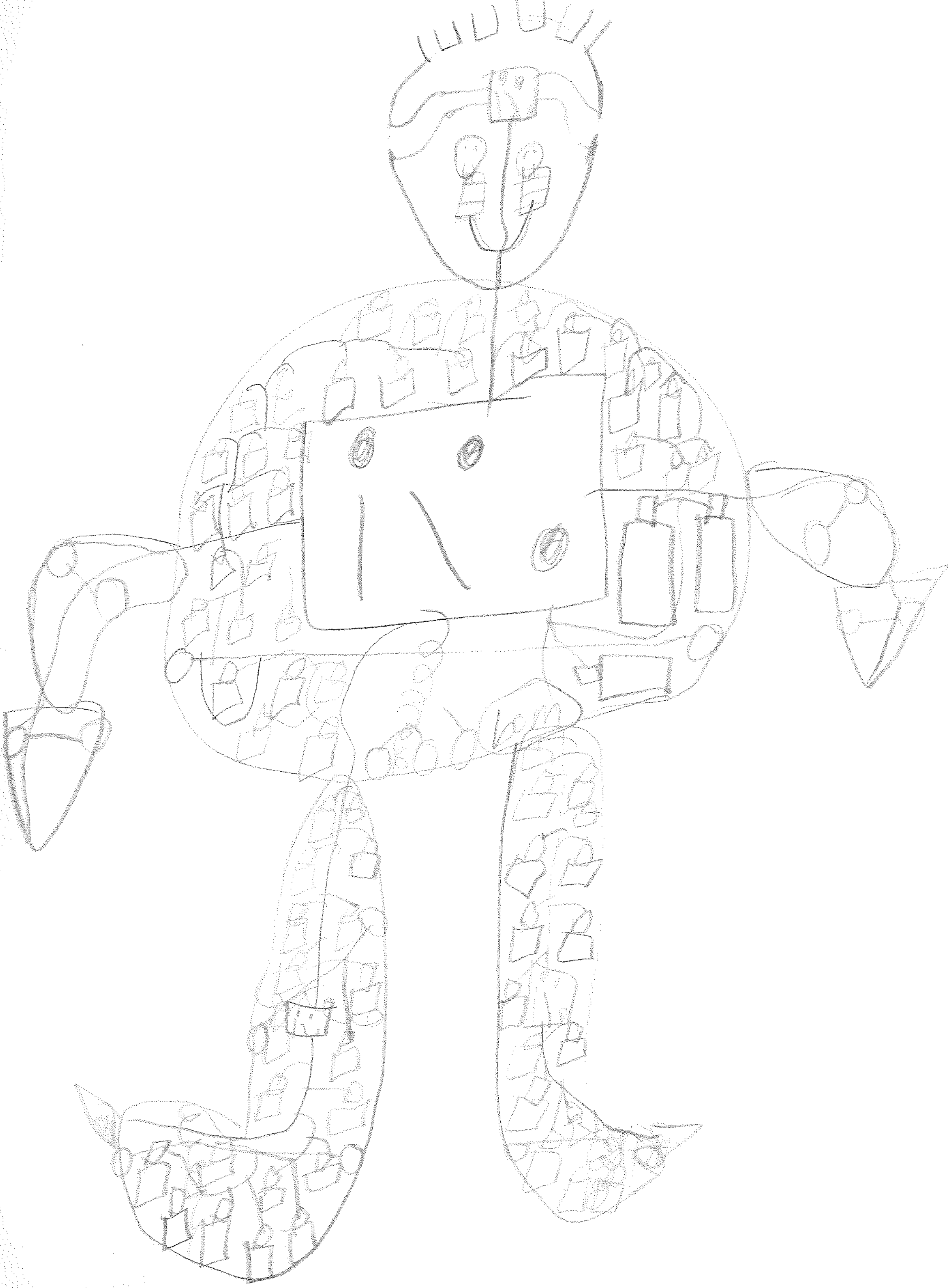
⊗ unmakeable ⊗



Name: 4

Attacks: spike stab, scratch, clash, poison spike kick.





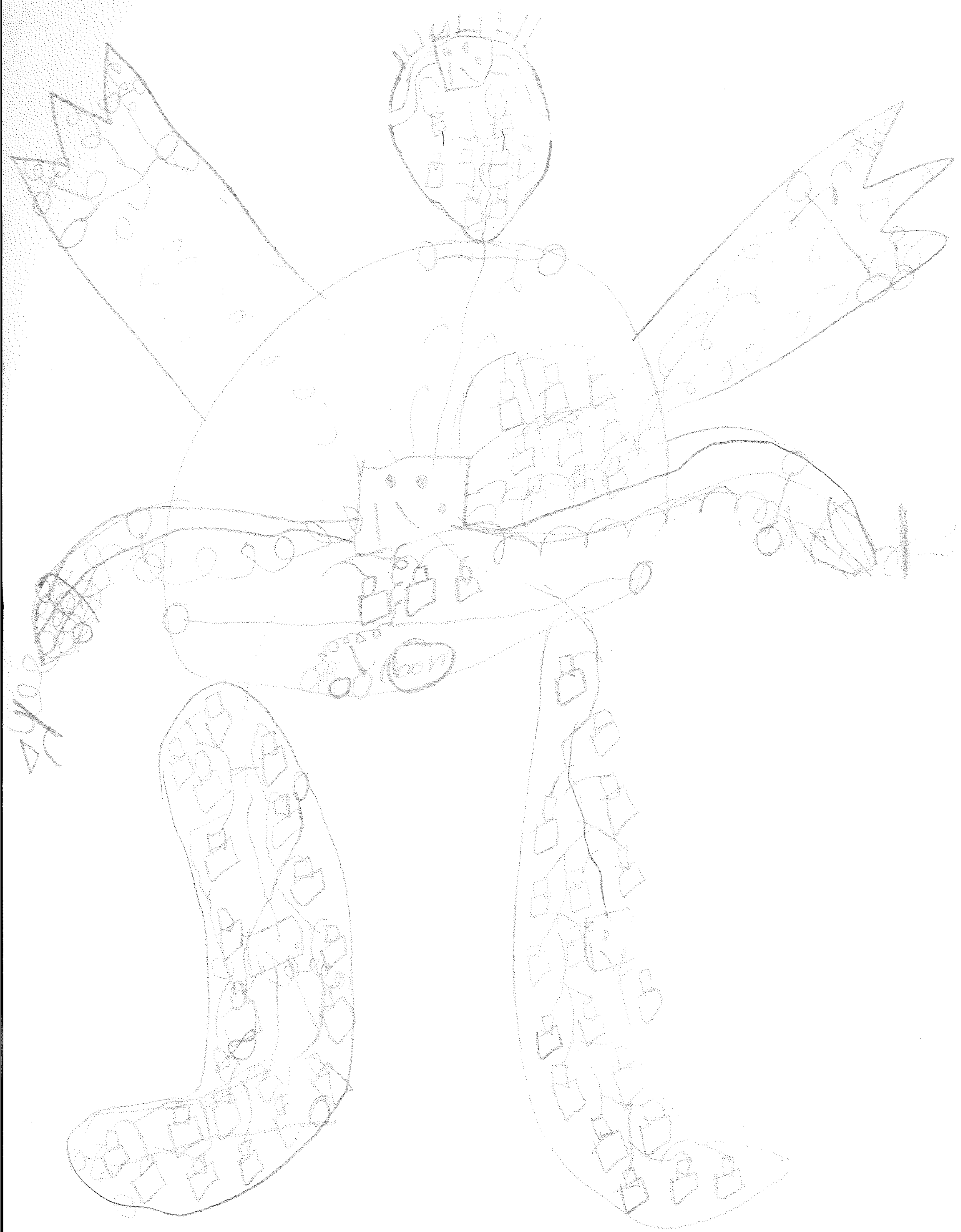
Name: 5

Attacks: mega slap > stare > elbow spike bash > mongo punch.

Name: 1

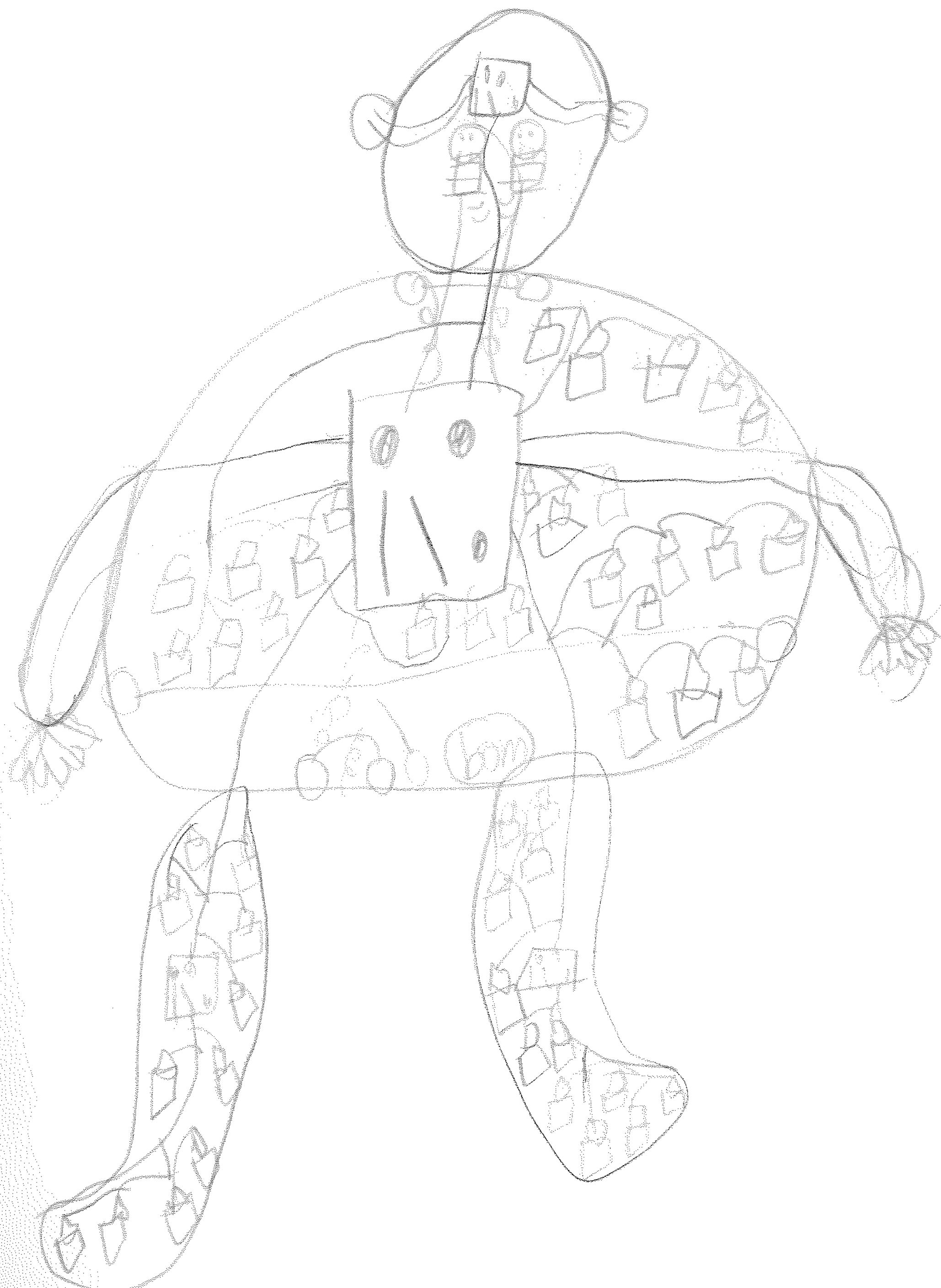
Attacks: Spikes kick, punch, headbush, Fly fill, wing slap.

Warning: May explode! For people 15 and older!



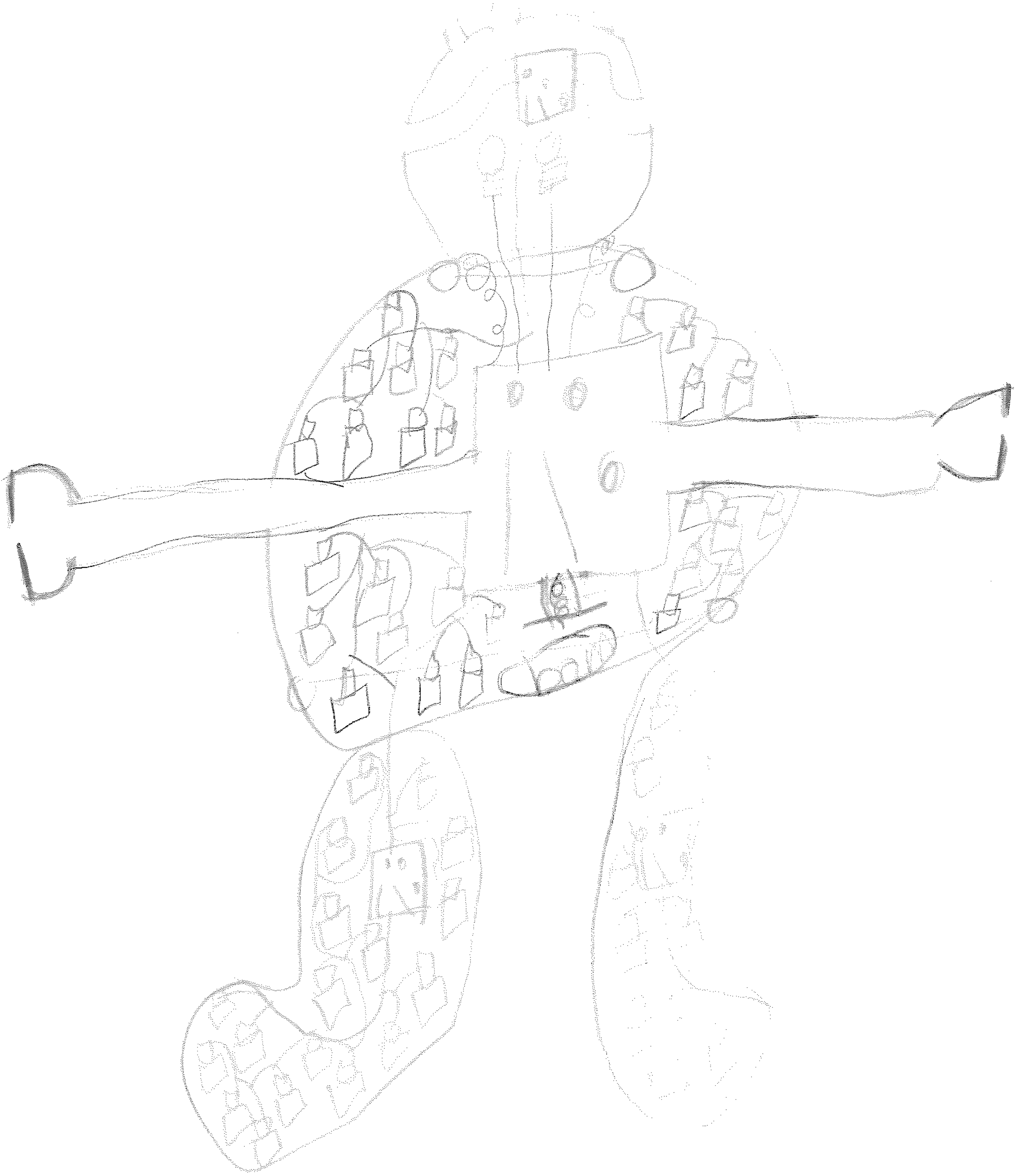
Name: 2

Attacks: punch, kick, elbow bash, knee bash, head bash, stomp, hand stab, ram.



Name: 3

Attacks: fire blast, kick spike, flare, stare.



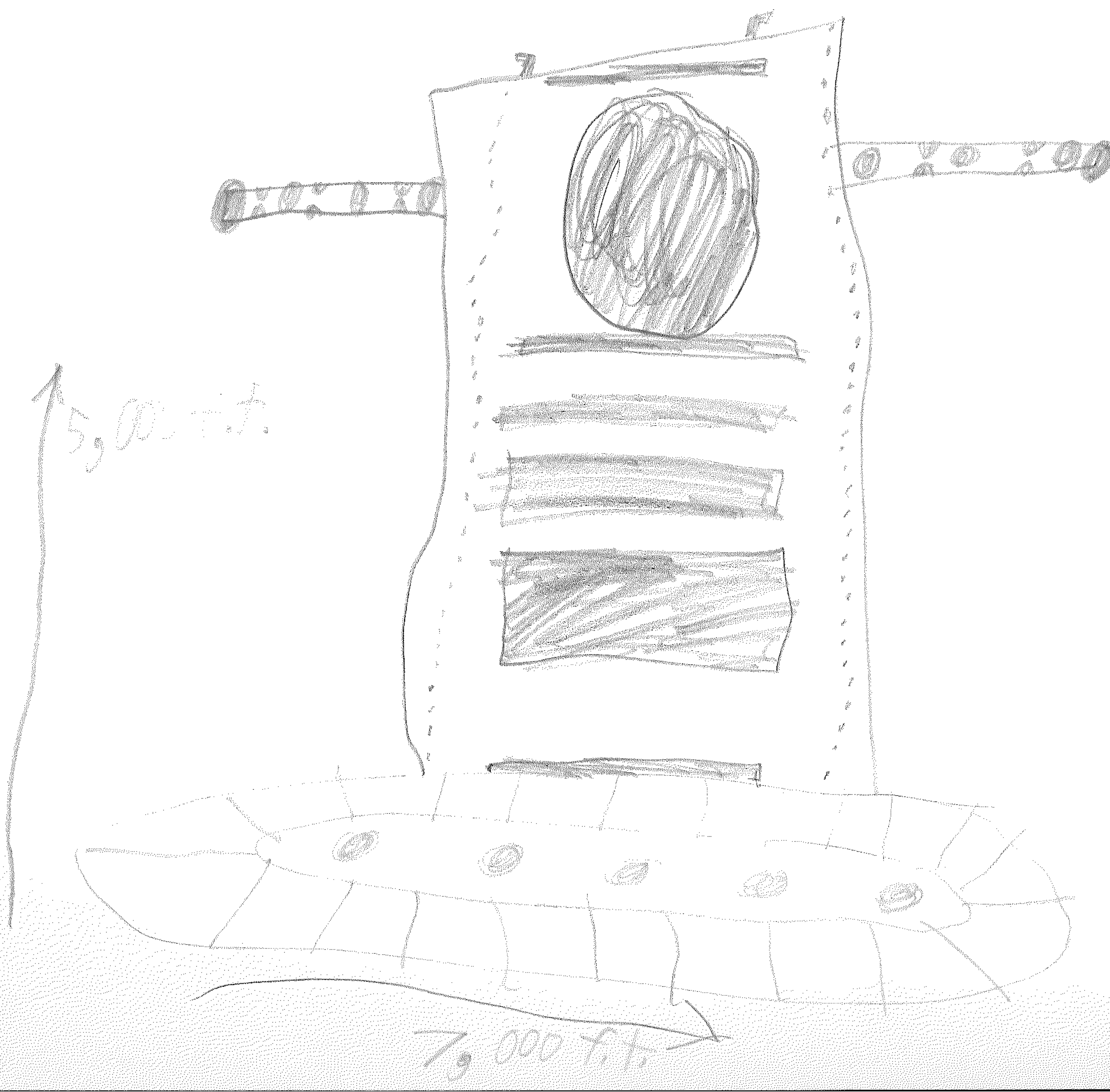
Nice picktur!

Good carrit!

Thank you.

Love

E.B.


5,000 ft.
7,000 ft.

Entei

Entei

Fire

No. 244

First find a day. Then when you see it DO NOT KILL IT! Run away. Then catch a Scyther from the bug catching contest in National park held on tuesday, thursday, and saturday. (Scythers are 4 percent of seeing out of 100 percent.) Then train it to about Level. 35. use a lot of carboses and protien's. Then catch a Gastly and train it until it has sleep. Then use a lot of protien's on it.

8. Can Nunamon digivolve into anything?

9. On the digimon card what is one of the attacks it has besides defend?

10. Is Nanimon a nana?

11. What is Wizardmons special attack?

laok u wa mon.

1. does centurmon beat you in 1 blast?

2. Can Angemon digivolve in to Numamon?

3. What weapon does Musyamon carry?

1. AX 2. hammer

3. Barney 4. Sword

4. What type is Apemon? 3. data

1. virus 2. vaccine

5. can Wizardmon digivolve into skull Meramon?

6. For Skull Greymon. Is dark shot stranger than double dark shot?

7. Is Botamon a vaccine?

Patamon

~~1000~~

~~520~~

~~1,250~~

~~780~~

~~310~~

~~0~~

Patamon

~~530~~

~~1,500~~ 1,580

~~2,000~~

Wizardmon

~~400~~

540

130

Vipamon

~~740~~

~~1,540~~

~~1,180~~

~~820~~

~~[illegible]~~ eramon

~~230~~

~~1500~~ 1,200

gomdmon	Pemideramon
~~700~~ 220	~~650~~
~~460~~	~~1,250~~
~~70~~	~~900~~
~~0~~	
biyomon	Apemon
~~1000~~	~~1,100~~
~~690~~	~~950~~ 250
~~610~~	~~800~~
	~~700~~ ~~610~~

Ryan	Me
~~560~~	~~[illegible]~~
~~1,600~~	~~1,550~~
~~1,200~~	~~1,100~~
~~800~~	~~650~~
~~400~~	~~200~~
~~0~~	~~1,540~~
~~1500~~	~~770~~
~~200~~	
440	

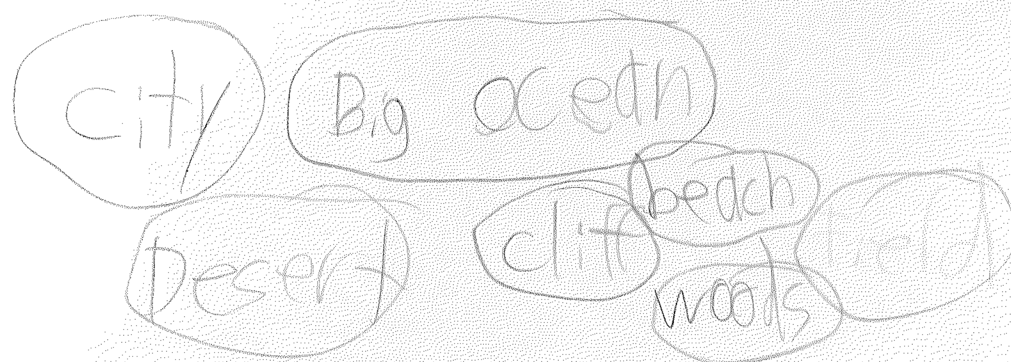
~~1,580~~
~~1,230~~
~~380~~
~~520~~
~~180~~
~~0~~
~~2000~~
~~1,700~~
~~1,400~~
~~1,010~~
~~620~~
230

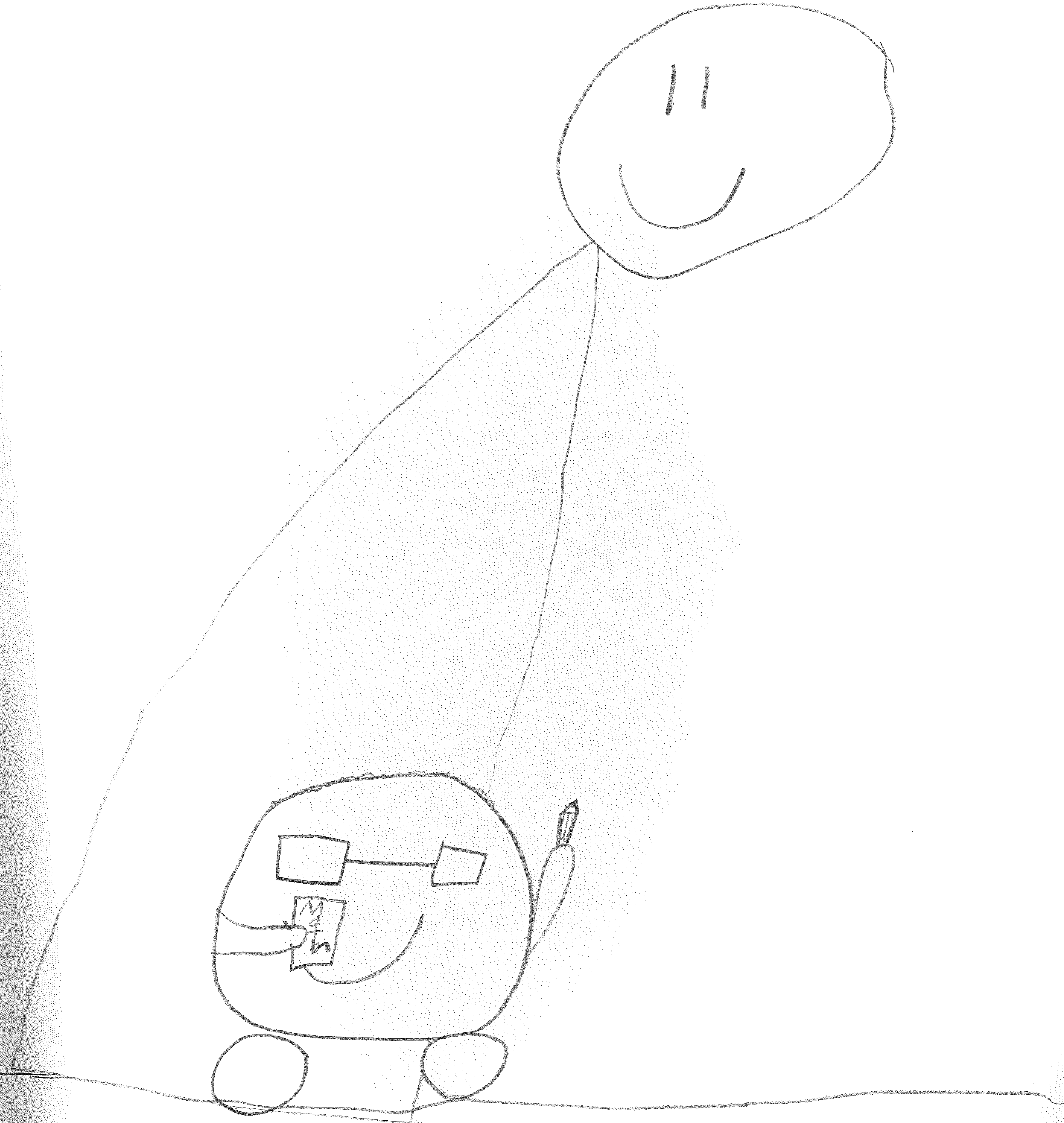
~~5,200~~
~~820~~
~~1,500~~
~~1020~~
~~540~~
~~60~~
~~1,500~~
~~1,020~~
~~1090~~
~~1,300~~
~~1,150~~
680

~~1,500~~
~~1,080~~
560

Rockie 1,000
Champion 1,500
Ultamite 2,000
Mega 3,000

Chou Adventure




Math

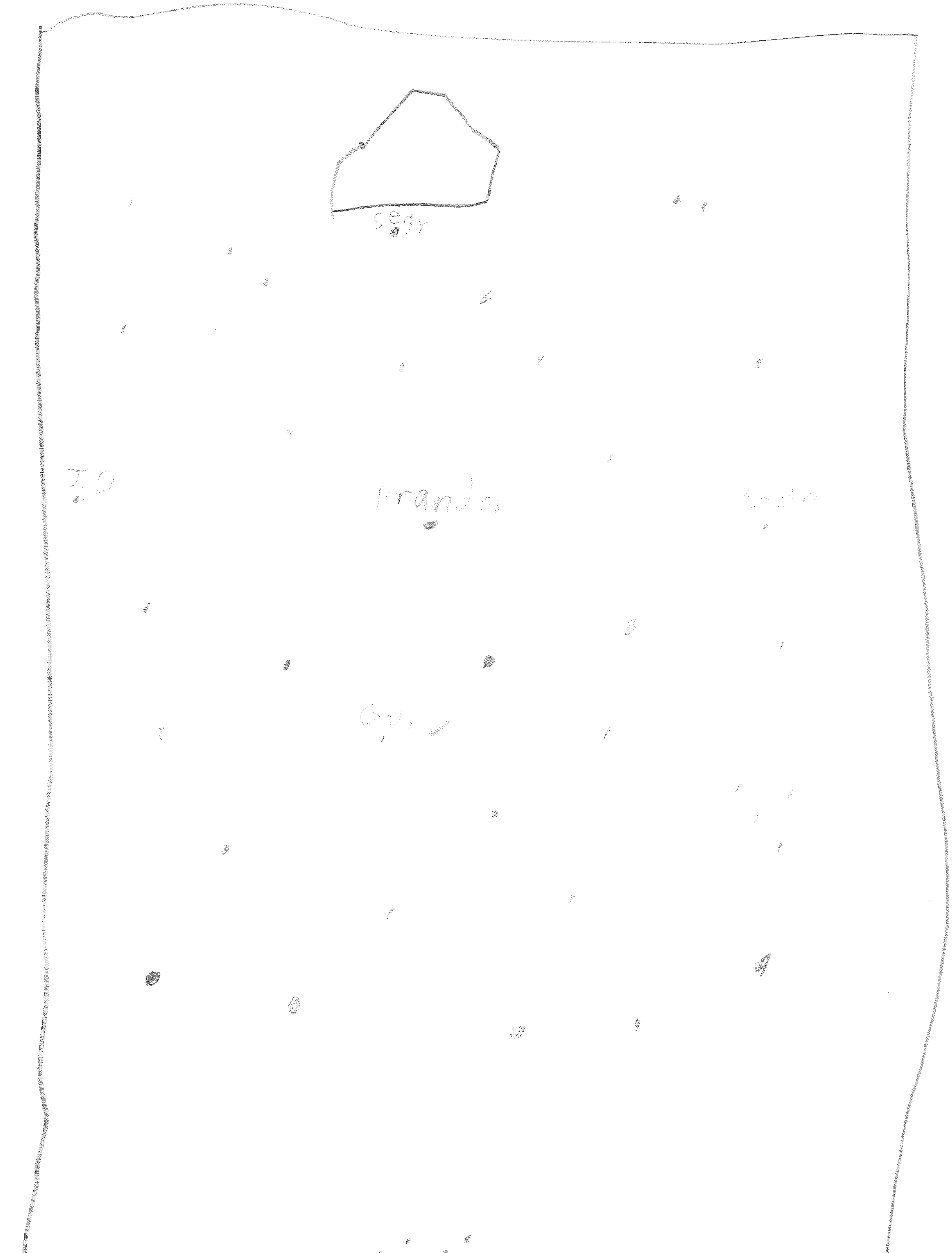
Chapter 1

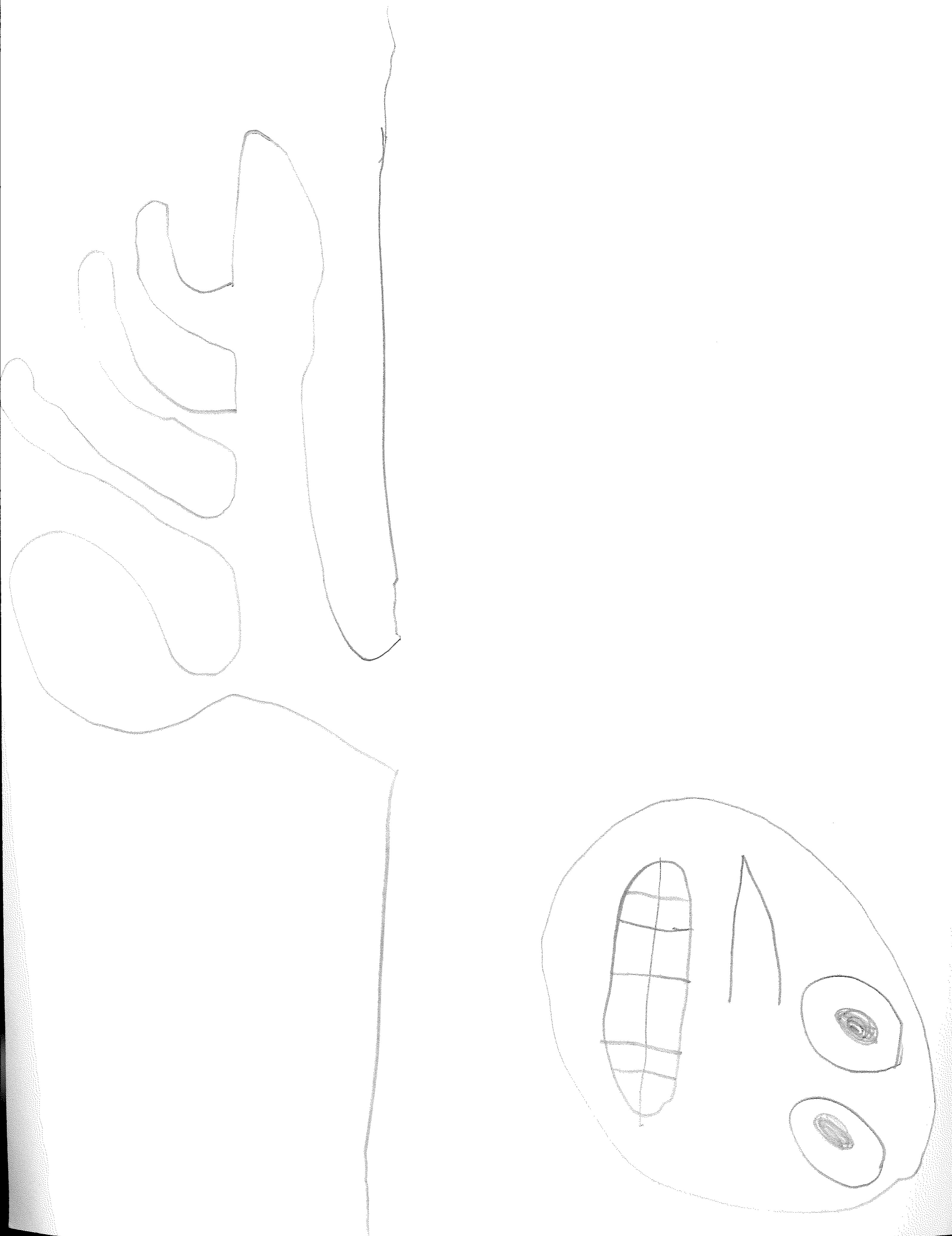
The Mysterious Bird

I was just walking arond my house when my wooper was swimming in the pond. A wooper is a ground and water type pokémon with a big happy face. My Swinub was trying to break into the freezer. A swinub is an ice type that looks like a rock but has fur and is smooth and has two closed eyes and has a pigs nose. My Totodile was folowing me. A totodile is a water type. It looks like a dinosaur crossed with a crocodile. Then a huge bird swooped down out of the sky. It blasted out a beam and knocked out my wooper.

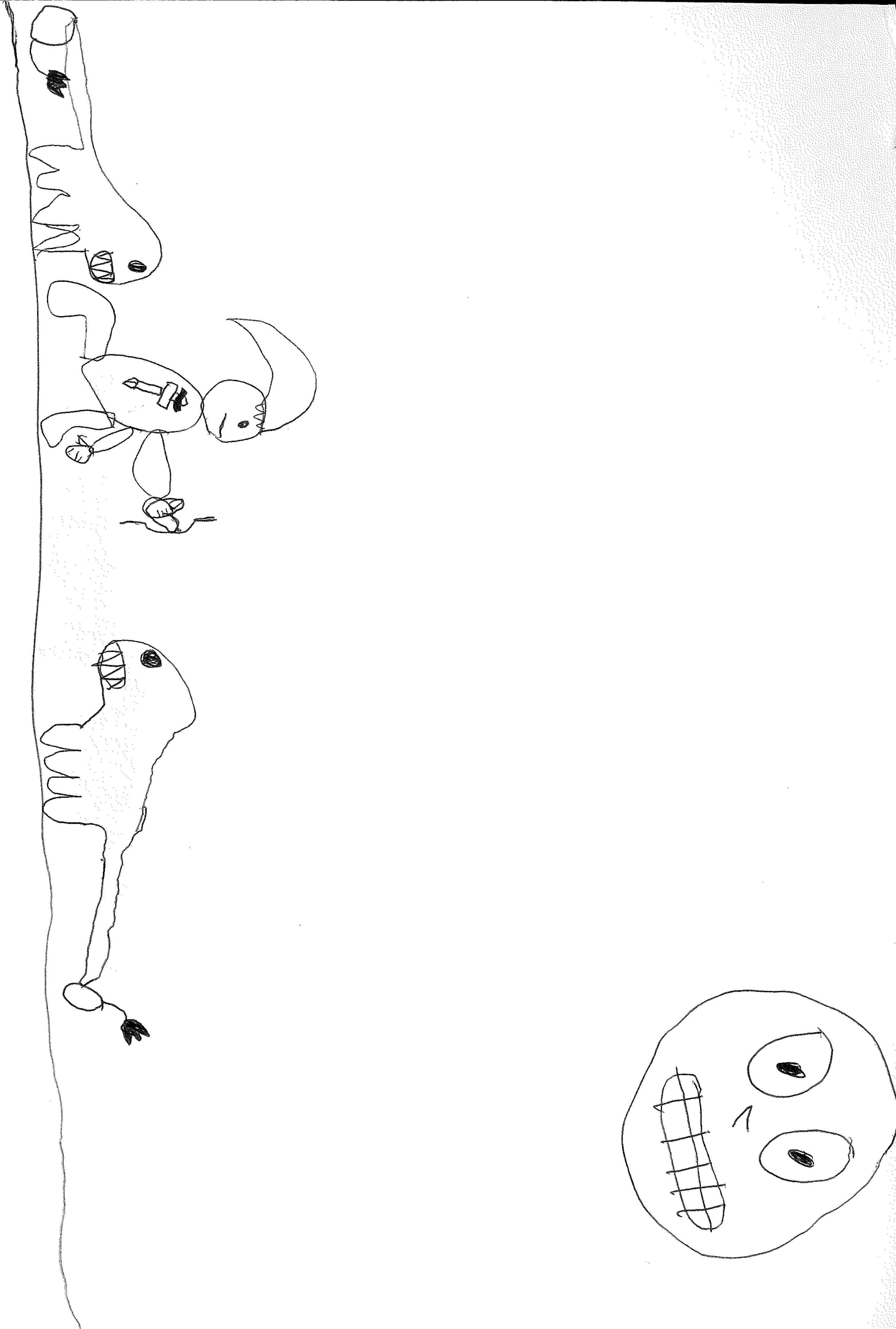
Start here

Entei

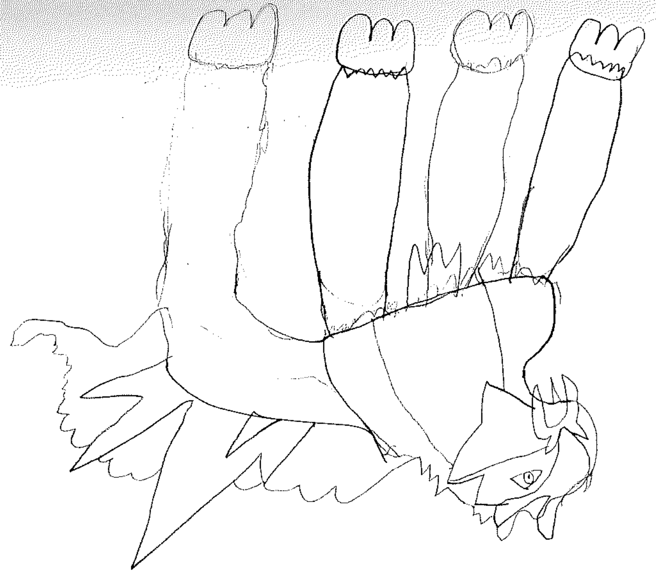

J.D



1 T-road plates 6.99
1 King leo 4.99 128.97 all together
1 red bus 19.99
1 black bus 19.99
3 defense Archer 1.99
1 beach buggy 2.99
1 Mini toe truck 4.99
1 Rock raiders figures 5.99
1 TV Chopper 3.99
1 Research glider 5.99
1 Police patrol 4.99
1 Head wear 2.99
1 Antennas and control sticks 2.99
1 Town accessories 2.99
1 Adventures accessories 3.99
1 Road Signs 5.99
1 straight road plates 6.99
1 Curved road plates 6.99
1 cross road plates 6.99
1 Town folks 5.99
1 Ninga knights 5.99



Jescle ilicsso Keti
Disokm ht
Sicozatookozn
Toopdina
Tysonecher
Gujitea
Witokozent Orr Visnest



Entei

Entei

Fire

No. 244

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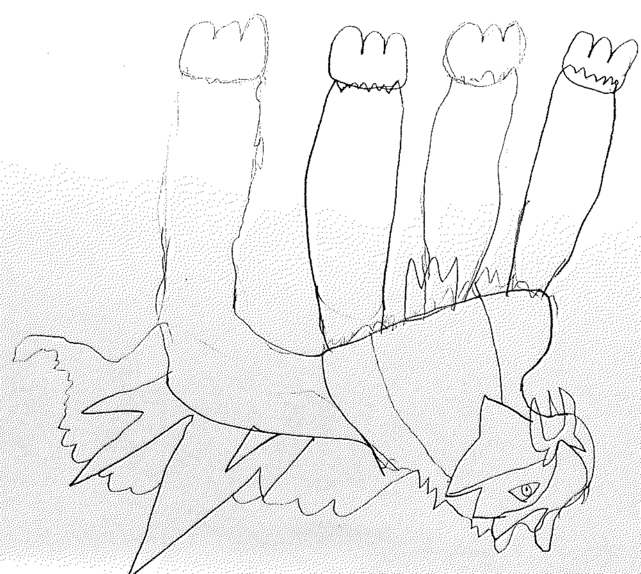
No. 244

Fire

First find a dog. Then. When you see it DO NOT KILL IT! Run away. Then catch a Scyther from the bug catching contest in National park held on tuesday, thursday, and saturday. (Scythers are 4 percent of seeing out of 100 percent.) Then train it to about Level. 35. use a lot of carboses and Protien's. Then catch a Gastly and train it until it has sleep. Then use a lot of protiens on it.



Remoraid
Chinchou
Mantine
Hoppip
Skiploom
Jumpluff
Sunkern
Sunflora
Pichu
Mareep
Flaaffy
Ampharos
Snedsel
Swinub
Heracross

Spinarak
Steelix
Larvitar
Ledyba
Ledian
Yanma
Gligar
Skarmory
Scizor 11
Shuckle
Sudowoodo
Umbreon
Chikorita
Bayleef
Meganium

Cyndaquil
Mew
Furret
Ariados
Crobat
Lanturn
Cleffa
igglybuff
Xatu
Bellossom
Marill
Azumarill
Espeon
Murkrow
Misdredvus

Pineco
Forretress
Granbull
Qwilfish
Mareargo
Pilos wine
Corsola
Octillery
Delibird
Houndour
Houndoom
Kindra
Donphan
Porygon 2
Tyrogue

Hitmontop

Smoochum

Elekid

Magby

Blissey

Raikou l

Entei lll

Suicune l

pupitar

Tyranitar

Celebi

Bulbasaur

Ivysaur

Venusaur

Sharmander

Charmeleon
Charizard
Squirtle
Wartortle
Blastoise
Caterpie
Metapod
Butterfree
Weedle
Kakuna
Beedrill
Pidgey
Pidgeotto
Pidgeot
Rattata

Raticate
Spearow
Fearow
Ekans
Arbok
Pikachu
Raichu
Sandshrew
Sandslash
Nidoran♀
Nidorina
Nidoqueen
Nidoran♂
Nidorino
Nidoking

Clefairy
Clefable
Vulpix
Ninetails
Jigglypuff
Wigglytuff
Zubat
Golbat
Oddish
Gloom
Vieplume
Paras
Parasect
Venonat
Venomoth

Diglett
Dugtrio
Meowth
Persian
Psyduck
Golduck
Mankey
Primeape
Growlithe
Arcanne
Poliwag
Poliwhirl
Poliwhrath
Abra
Kadabra

Alakazam
Machop
Machoke
Machamp
Bellsprout
Weepinbell
Victreebel
Tentacool
Tentacruel
Geodude
Graveler
Golem
Ponyta
Rapidash
Slowpoke

Slowbro
Magnemite
Magneton
Farfetch'd
Doduo
Dodrio
Seel
Dewgong
Grimer
Muk
Shellder
Cloyster
Gastly
Haunter
Gengar

Batomon, Seadramon, Megaseadramon, Metalseadramon,

Augumon
Gabumon
Gotsumon
Pumpkinmon
Candlemon
Palmon
Patamon
Salomon
Biyomon
Gomamon
Tentomon
Hawkmon
Amadilomon
Pemiderimon
Veemon
Wormmorn
Kokomon
Teriormon
Sukiamon
Peinguinmon
Keinemon
~~Modokimon~~
Modiki Batamon
Snowdugumon
Toy dugumon
Red augumon

~~Gaurdramon~~
Sukamon
Nanimon
Devimon
Shellmon
Angemon
Gotomon
Tryanomon
Ikokumon
Greymon
Garurumon
Birdramon
~~Monjamon~~
Togemon
Wizardmon
Gogurumon
EXveemon
Stingmon
Merdmon
Coeldmon
Vegimon
Frigimon
Centarumon
Monjamon
Trashmon
Dokugumon
Flymon
Gesomon
Whamon
Raremon
Paretmon
Chumon
Soulmon
Floramon
Deramon
Divermon
Tuskmon
Snimon
Kiwimon
Mushroomon
~~Gesomon~~

Kieldramon
Mummymon
Arukenymon
Etamon
Metal etamon
Angewomon
Metal Mommymon
Metalgreymon
Where Garurumon
Venom Myotismon
Myotismon
Monzamon
Andramon
Piximon
Skullgreymon
Garudamon
Lillymon
Zudamon
Silphymon
Magnangemon
Mamothmon
Giromon
Skull Meramon

Pukumon
Rosemon
Puppetmon
Piedmon
Machi Medramon
Saber Jeomon
Hurcules Kabuterimon
Pheonixmon
War greymon
Metalgarurumon

Onix

Drowzee

Hypno

Krabby

Kingler

Voltorb

Electrode

Exeggte

Exeggutor

Cubone

Marowak

Hitmonlee

Hitmonchan

Lickitung

Koffing

Weezing

Rhyhorn

Rhydon

Chansey

Tangela

Kangaskhan

Horsea

Seadra

Goldeen

Seaking

Staryu

Miltank
Smeargle
Teddursa
Ursaring
Quilava
Typhlosion
Slugma
Ho-oh
Totodile
Croconaw
Feraligatr
Wooper
Quagsire
Politoed
Red Gyarados

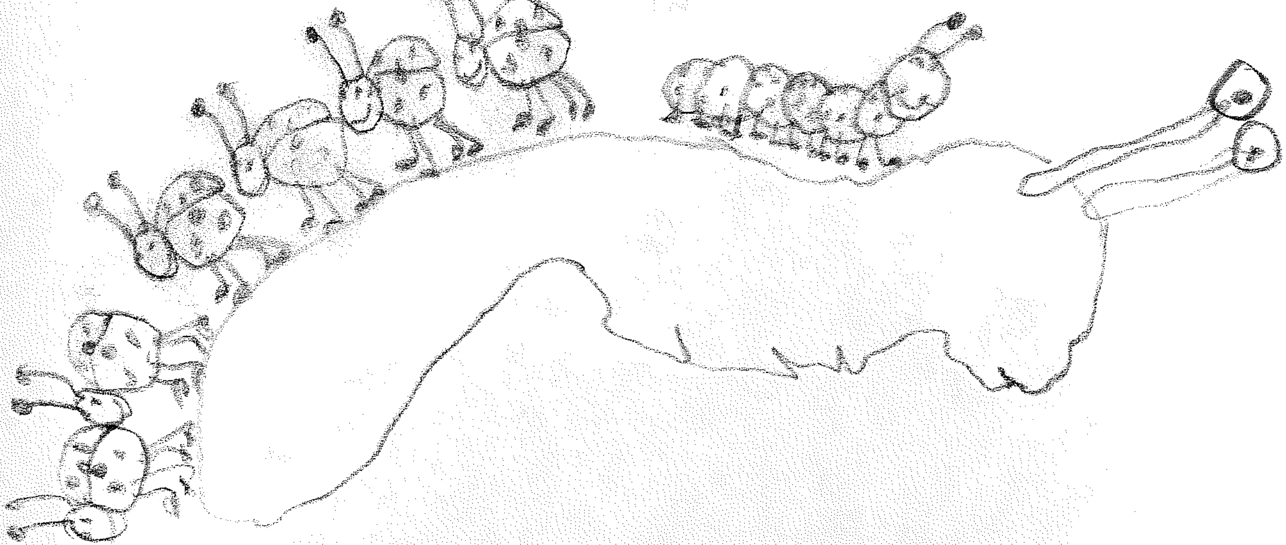
Girafarig
Unown 1
Slow King
Wobbuffet
Natu 1
Lugia
Hoothoot 1
Noctowl
Sentret
Togepi
Togetic
Dunsparce
Aipom 1
Snubbull
Stantler

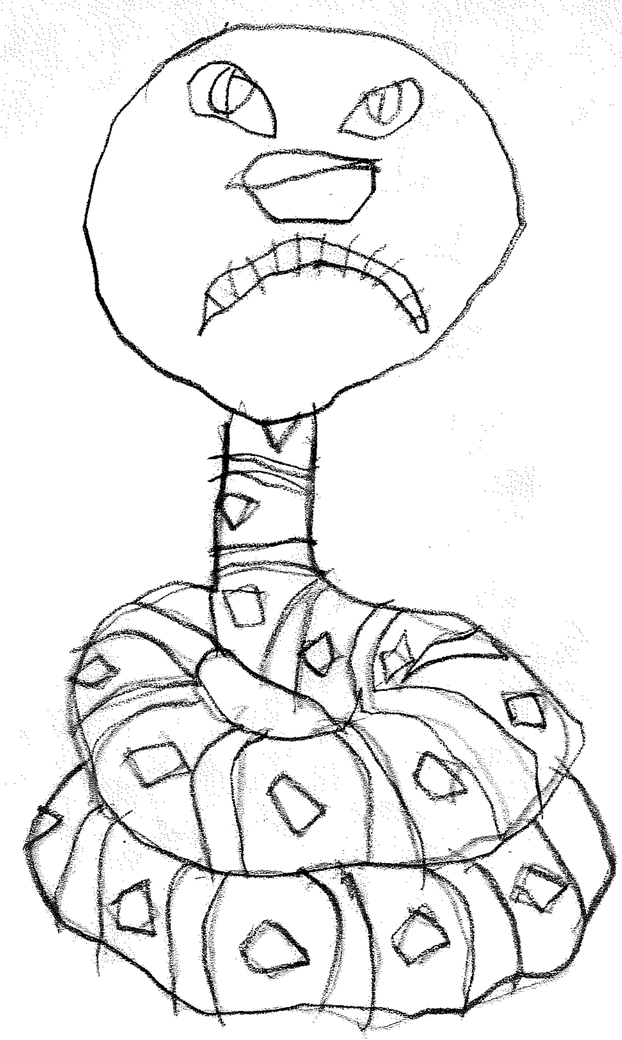
Soconomemi

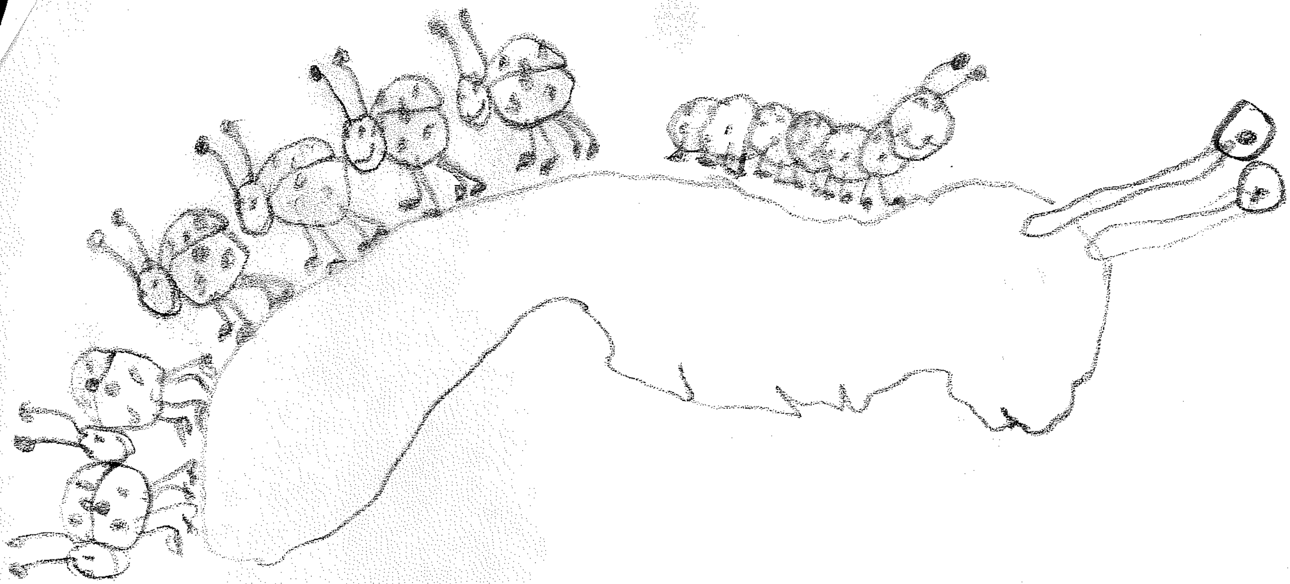
Hp765,069,70781
Mp9,999,999

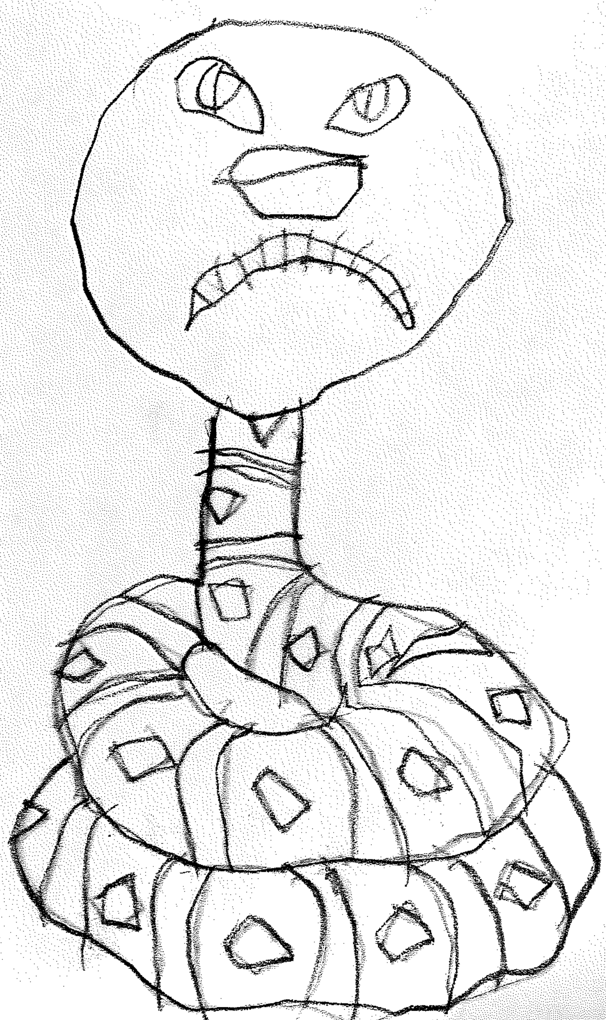
Attack 20,000
deffence 62,625,098,786
Magic attack 69,222,222,227
Magic deffence 500,000,967,827,482
Speed 55,555

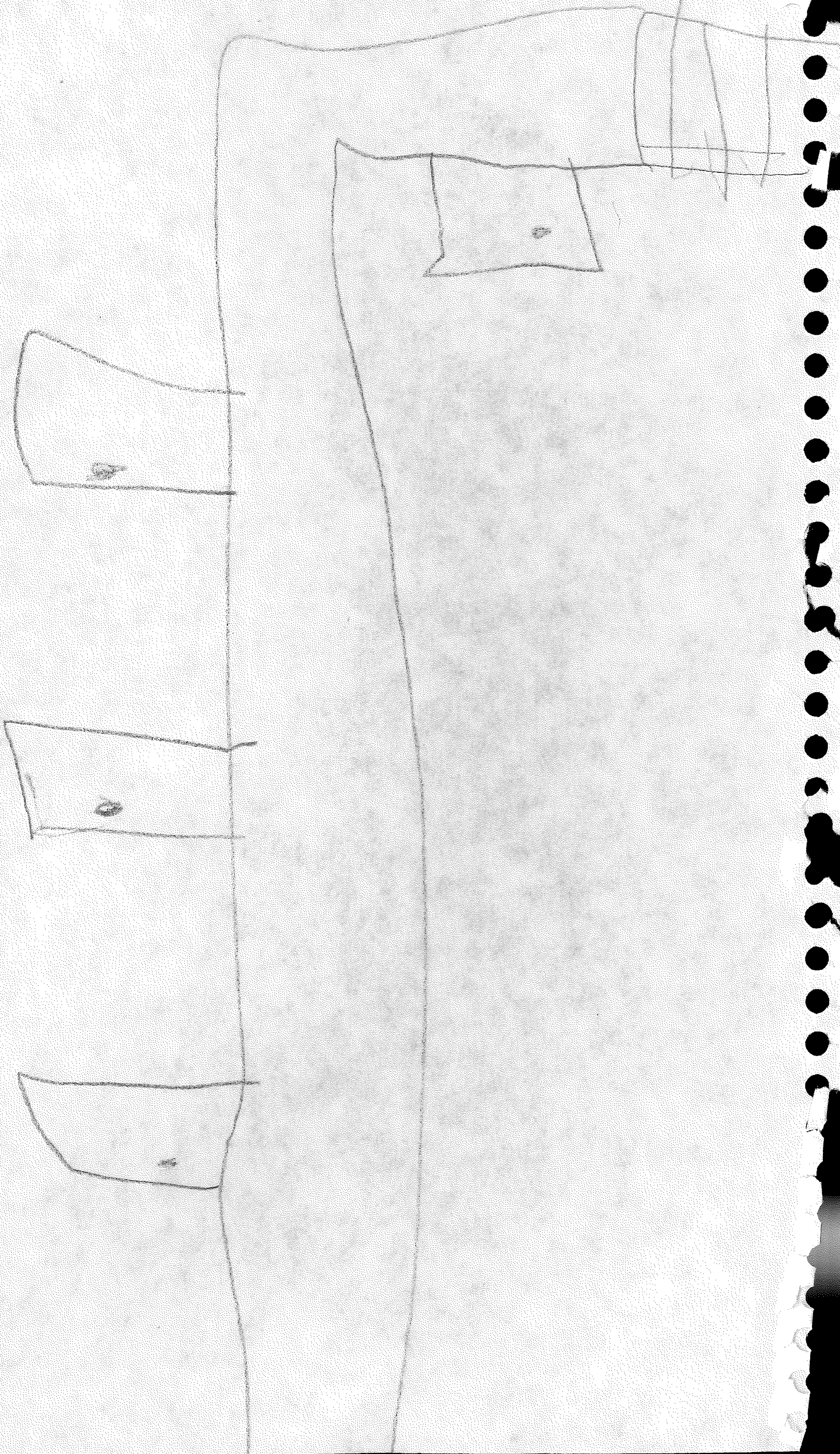
Attacks: stab, smash, smash2, fire punch, Ice punch, Blaze, Blaze 2, Ice shield, Fire 2, Fire blast, Ice 2, Icey water, Thunder, Thunder 2, Thunder3, thundara, Thundaga.

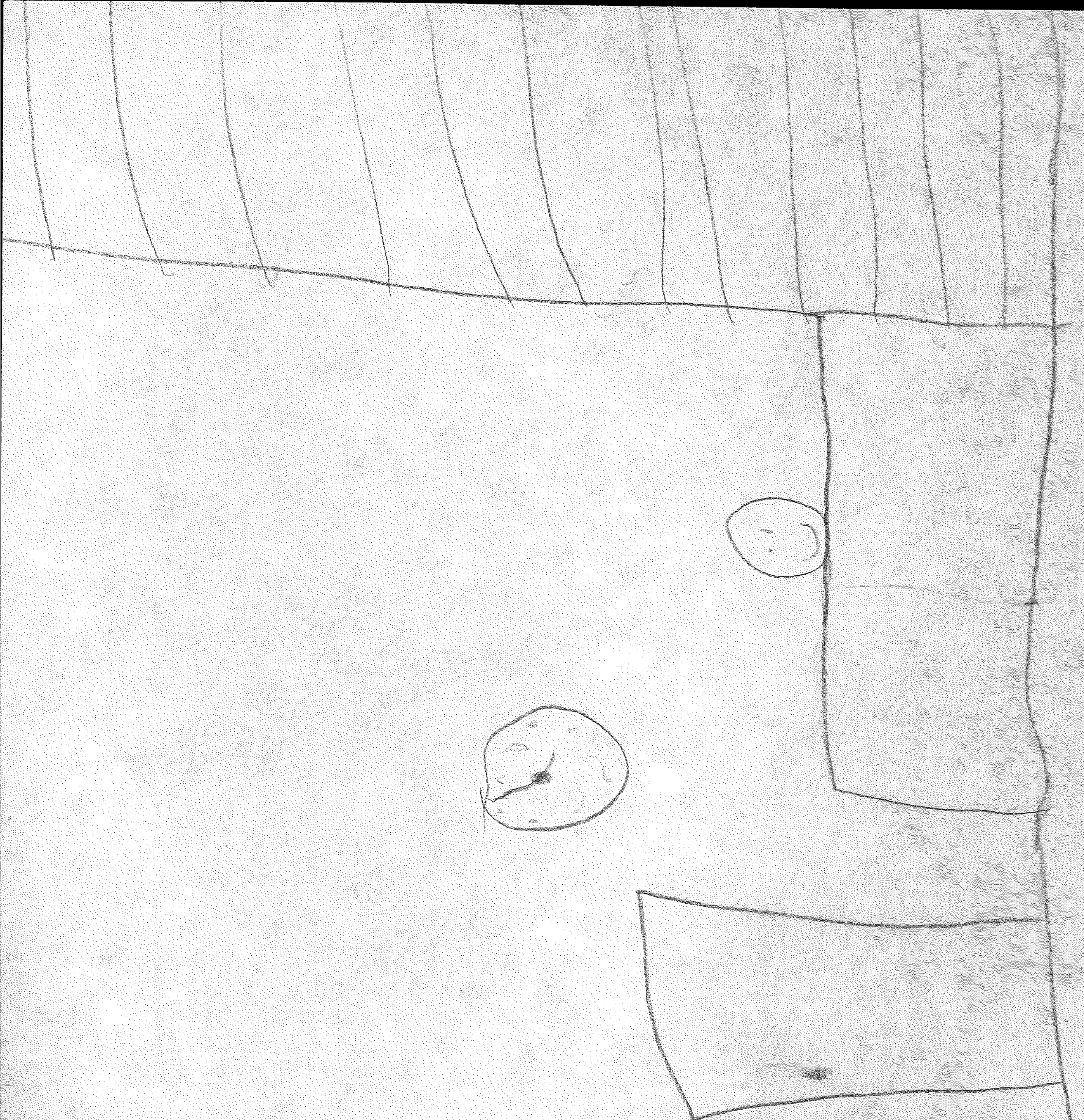












green ✓

deer
rabbit

blue ✓

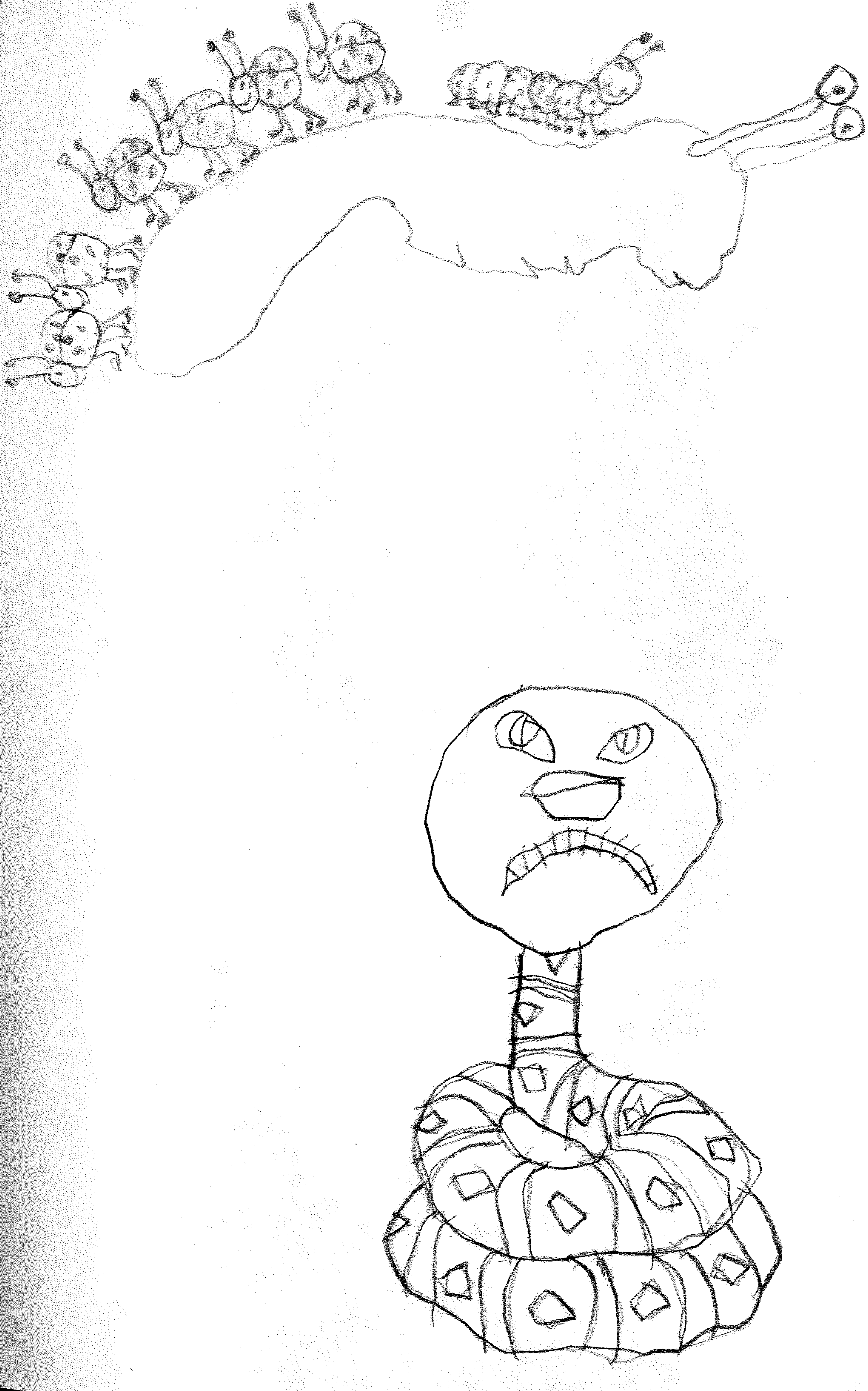
kawola
Platapus
kan goru
jabor bird

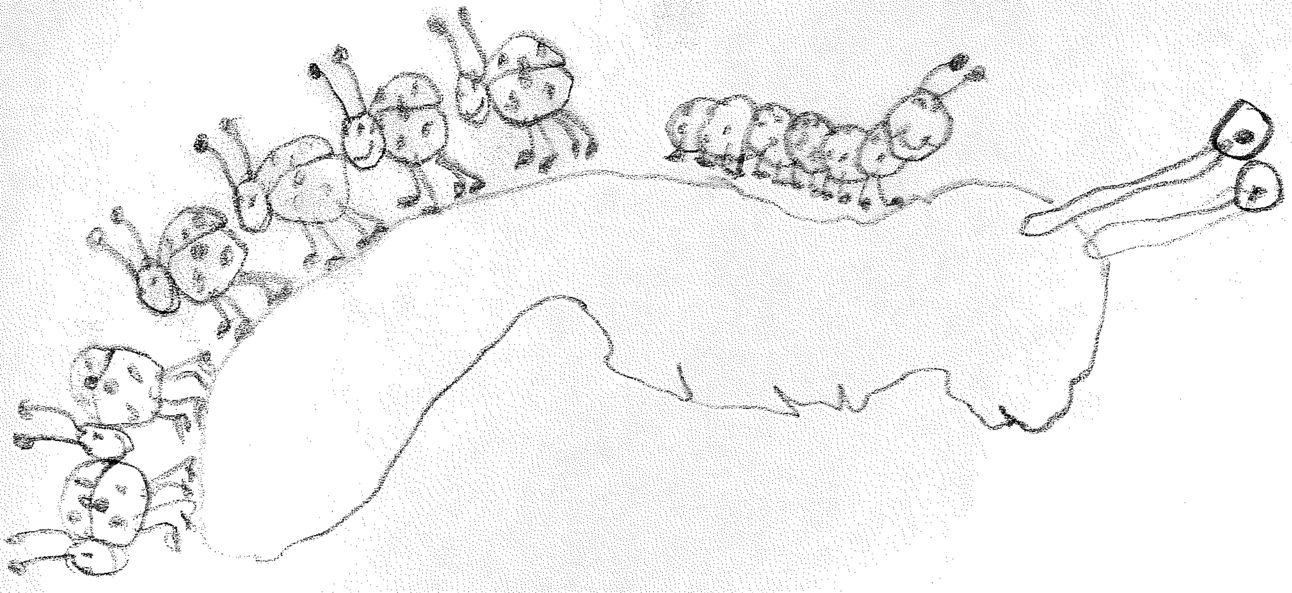
yellow ↓

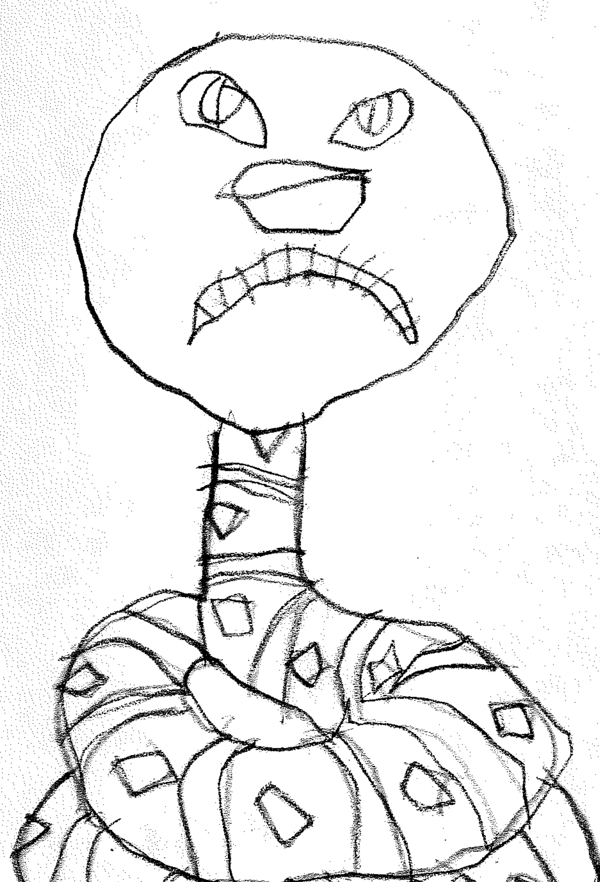
fish
see
panguine
gopher

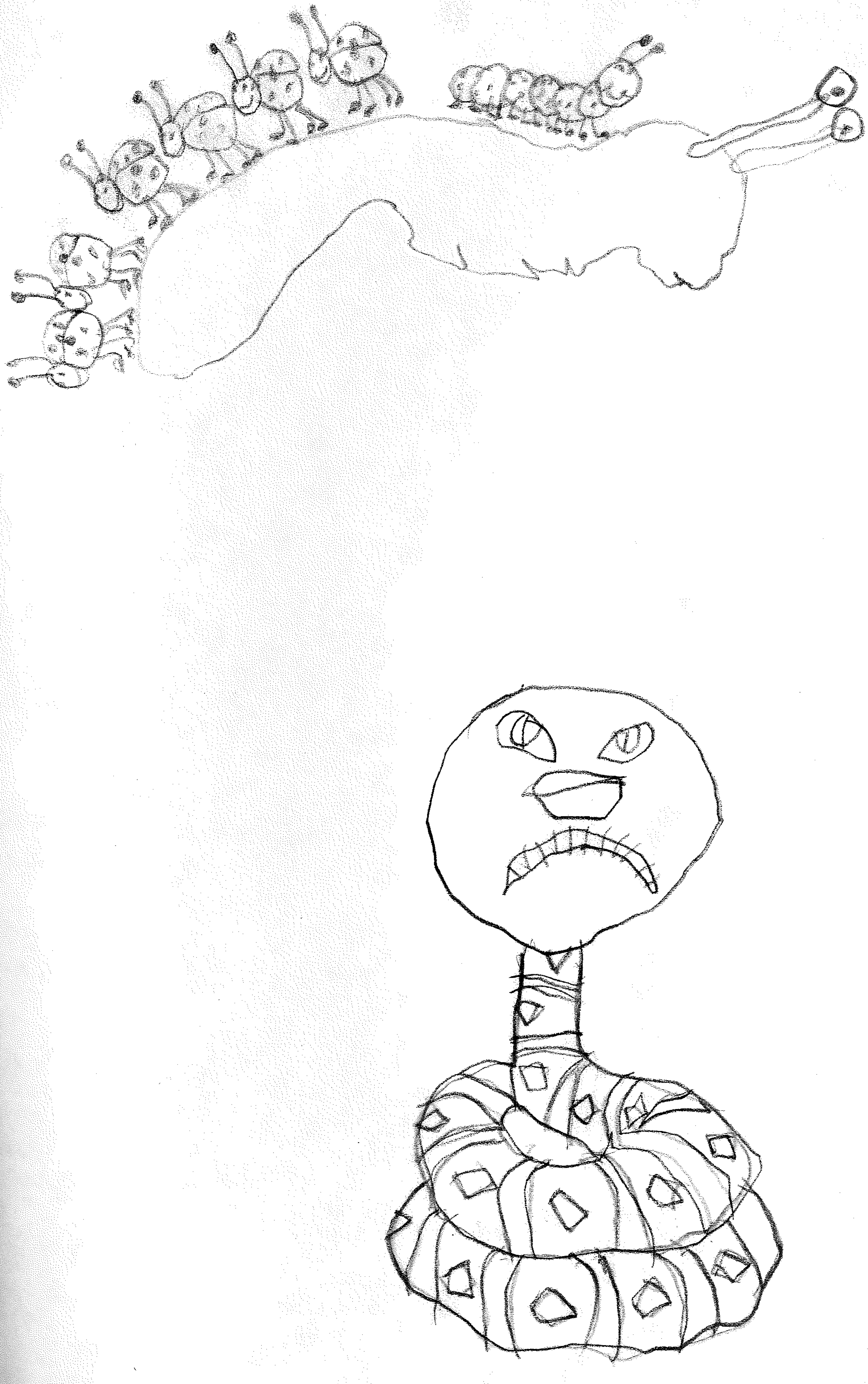
pink ↓

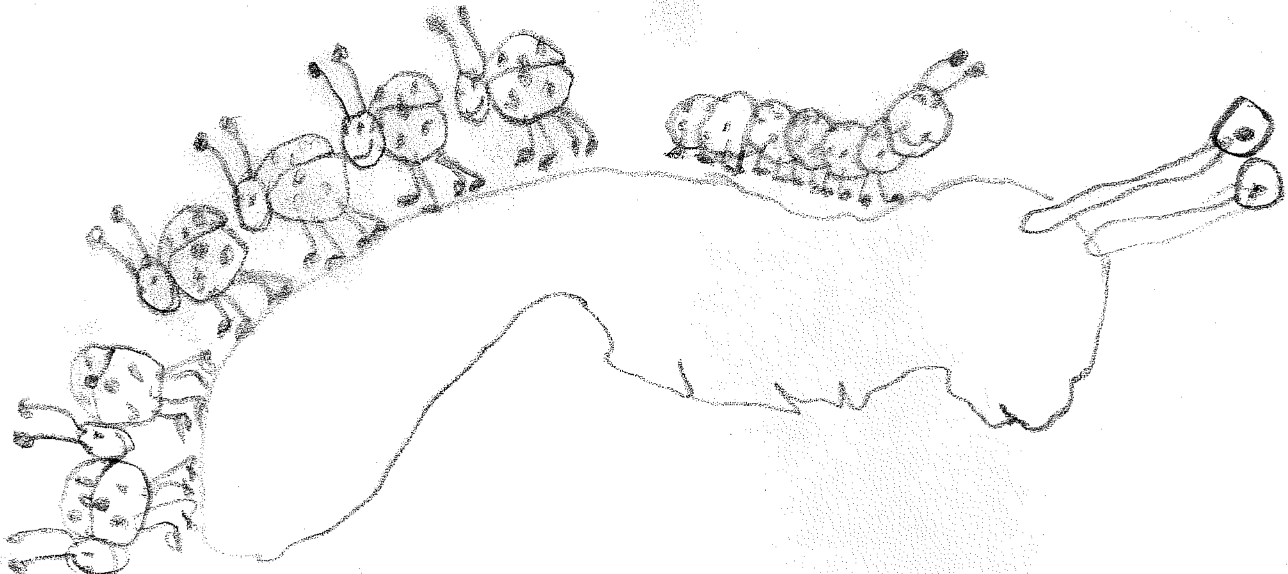
elaphant
gorila
parot

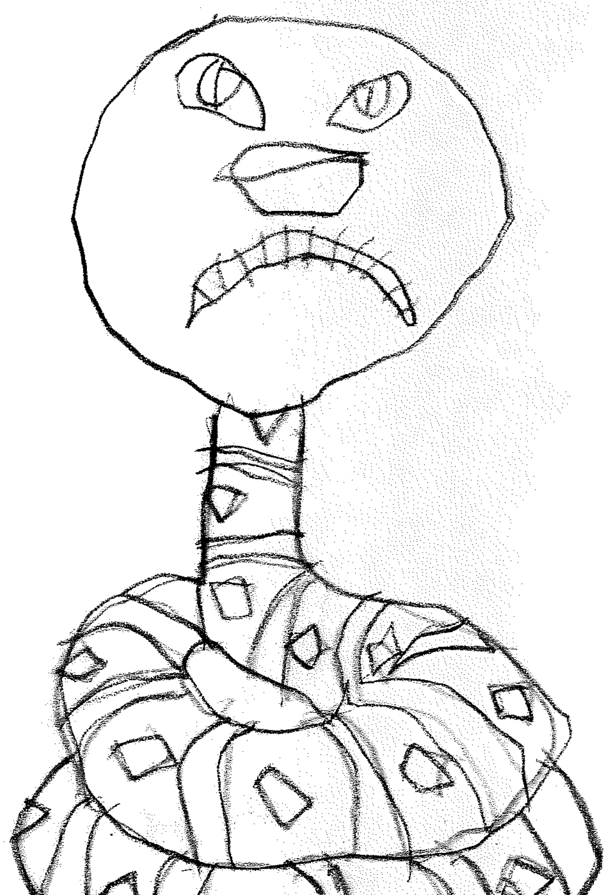


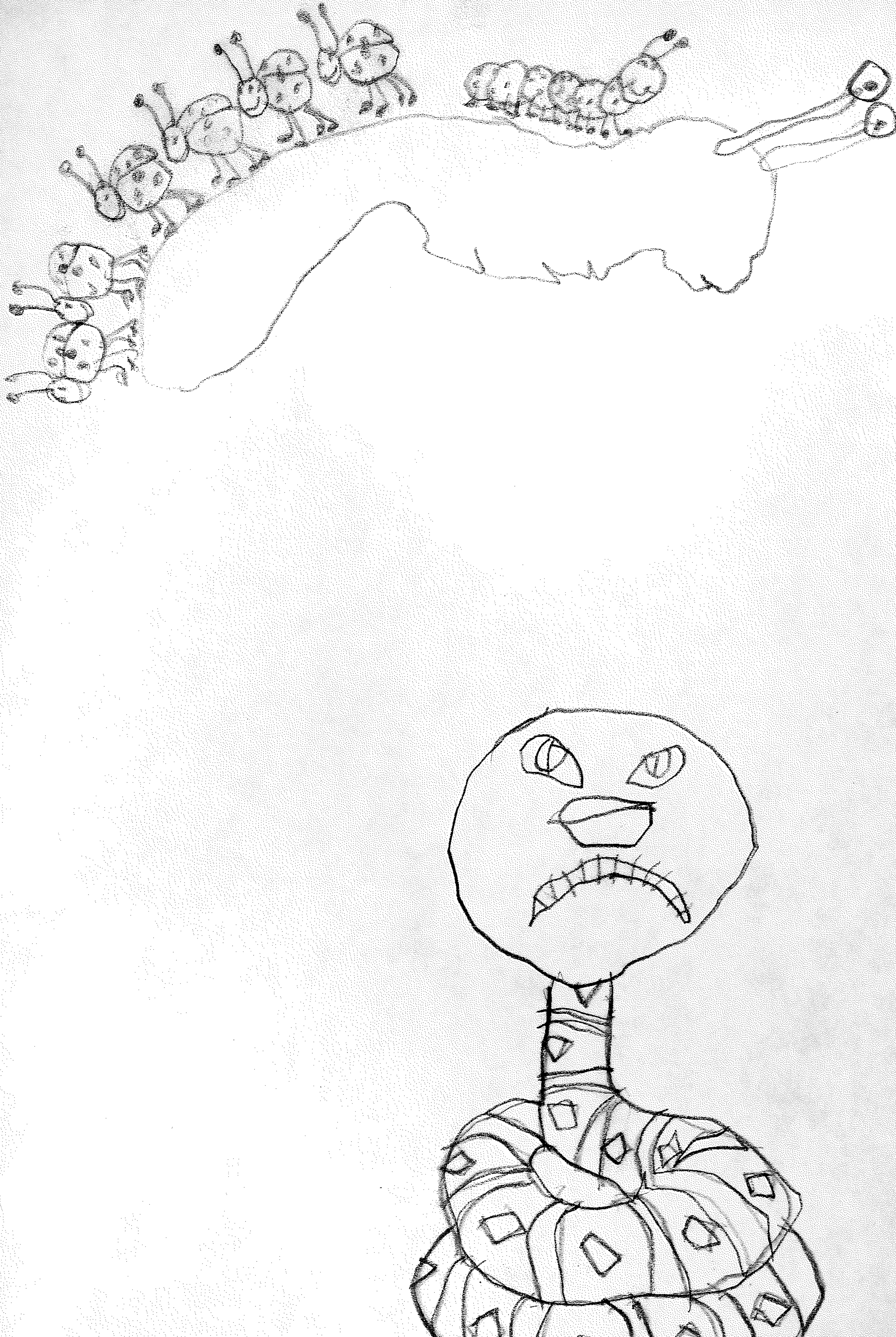












Psychemon

1. Looks like some good points.
2. You have good sense.
3. Not bad.

Yanmamon

1. Shbeebee!
2. Shreay!
3. Shaka shaka!

Fugamon Darkrizamon

1. What a fool! 1. Nobody has gotten past me.

MudFrigimon	Gotsumon	Goburimon	Flareizamon
1. Ha, ha, ha.	1. No way!	1. Wait!	1. It's hot!
2. Ugghh!		2. I can't let you thru here!	
3. Daaaa!			

Aruraumon

1. Oh I see
2. Alright. Come on!

Shimaunimon

1. I love the ocean.
2. Get out of my way!
3. Hey you're ~~that~~ How interesting!
4. Forget it! This is a waste!

Modoki Betamon

1. This is my territory!
2. Nows my chance!
3. Were ready to begin!
4. Heave-ho, heave-ho.

Red Vegiemon

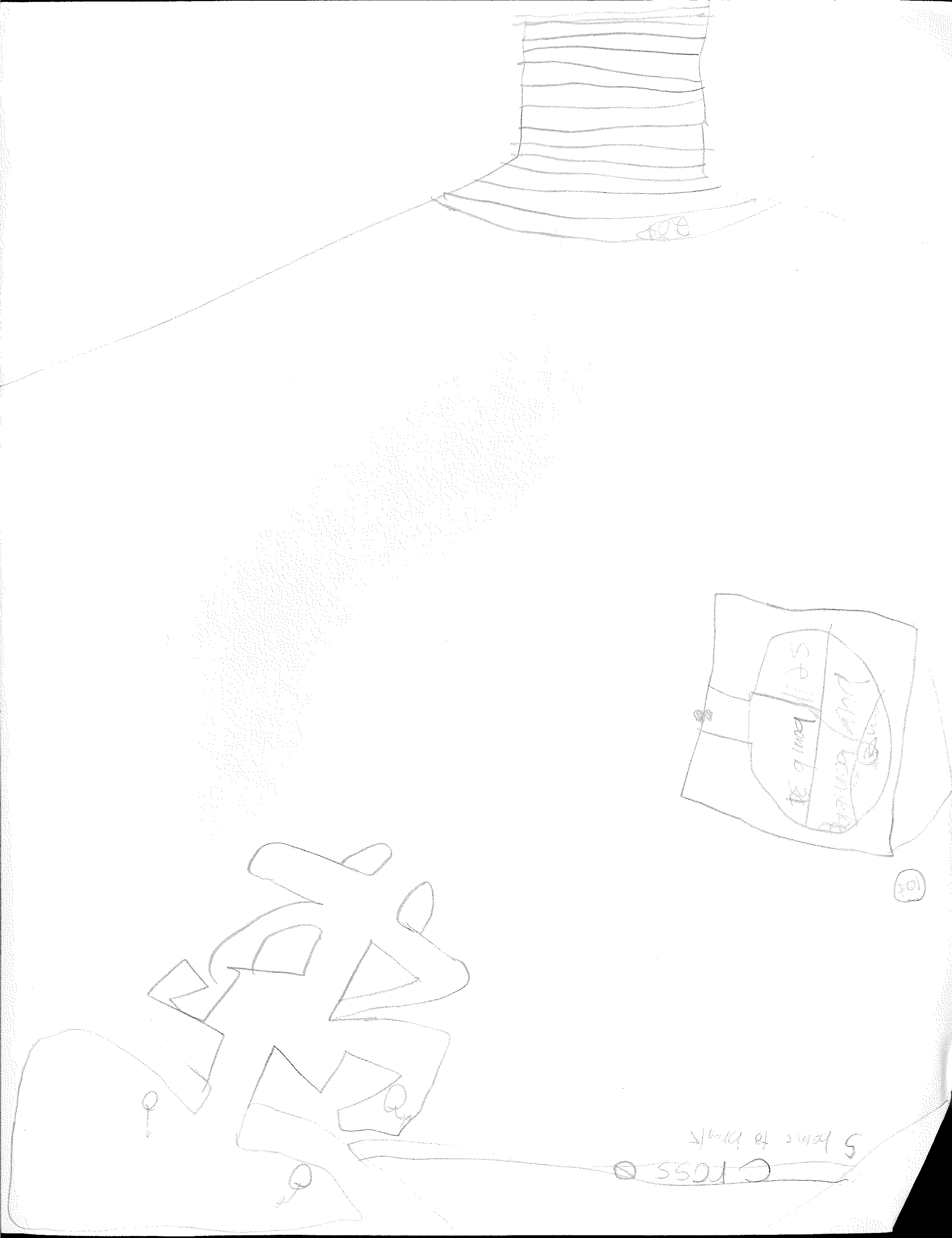
1. I'm going to eat it!
2. Wait a minute.
3. I'm going to win!
4. Okay, come on, boy!

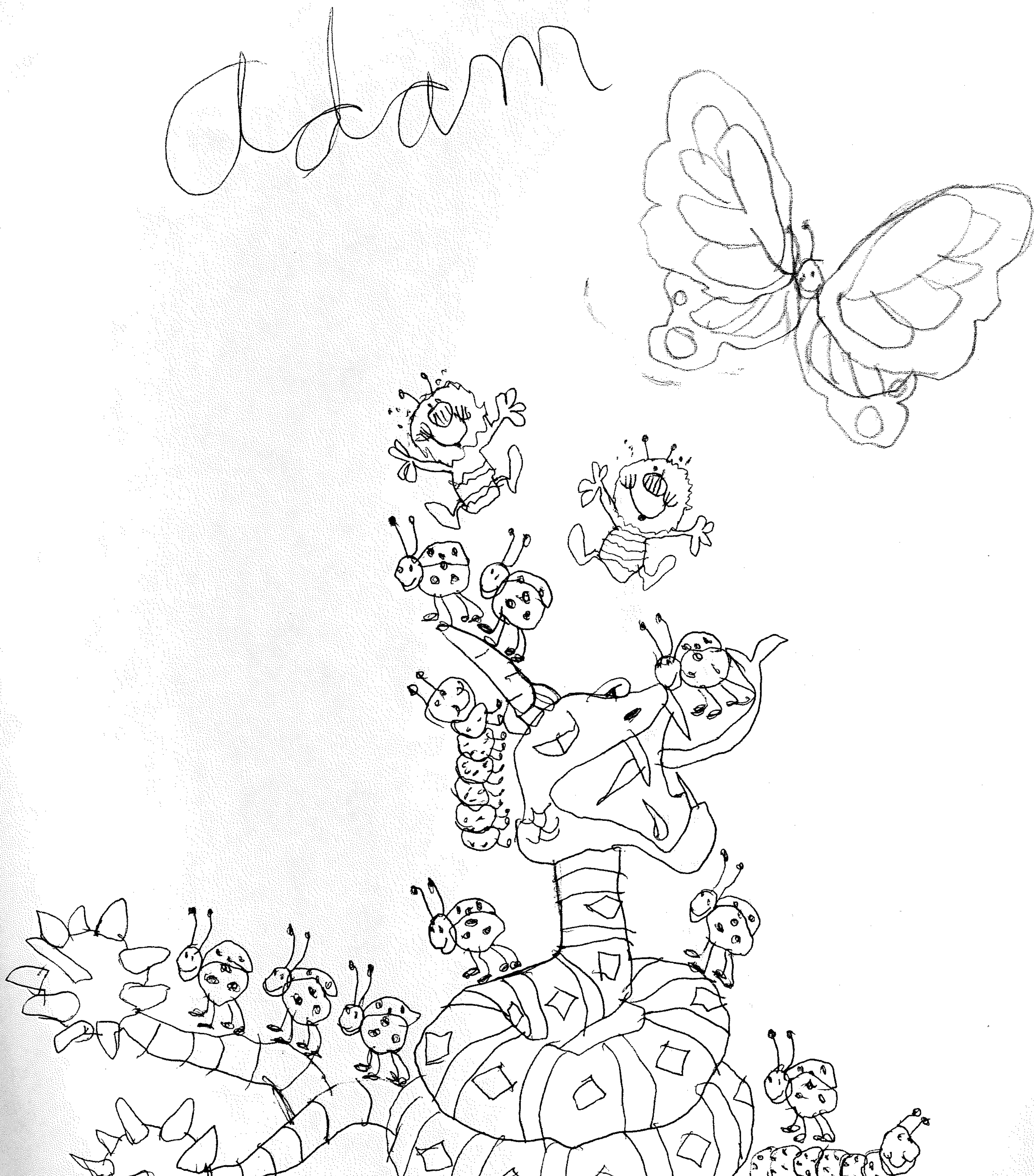
Gekomon

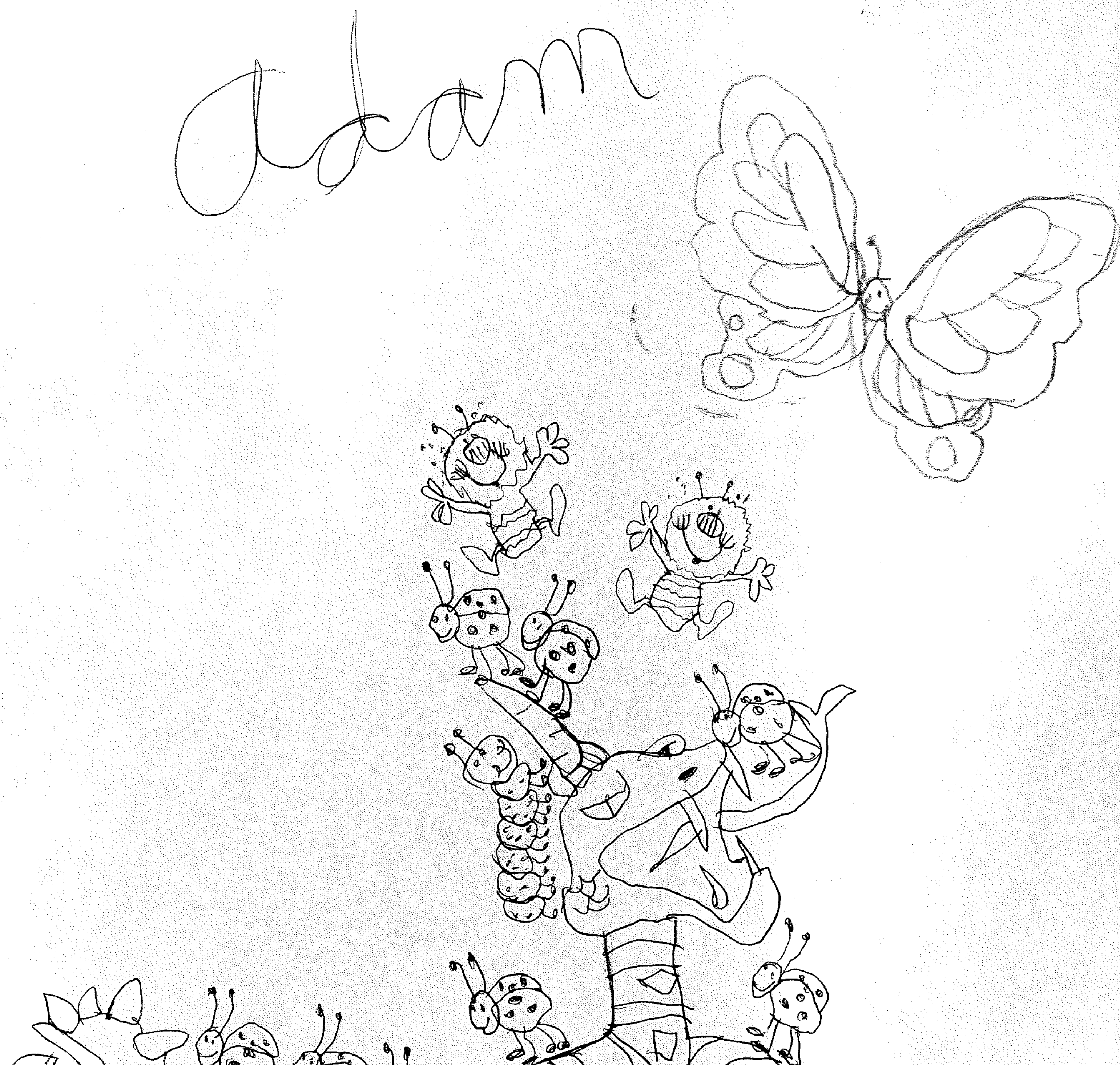
1. If we don't knock them out, we'll get knocked out.
2. Show guts!
3. I am furious!
4. Stop it!

NiseDrimogemon

1. How about trusting me?




adam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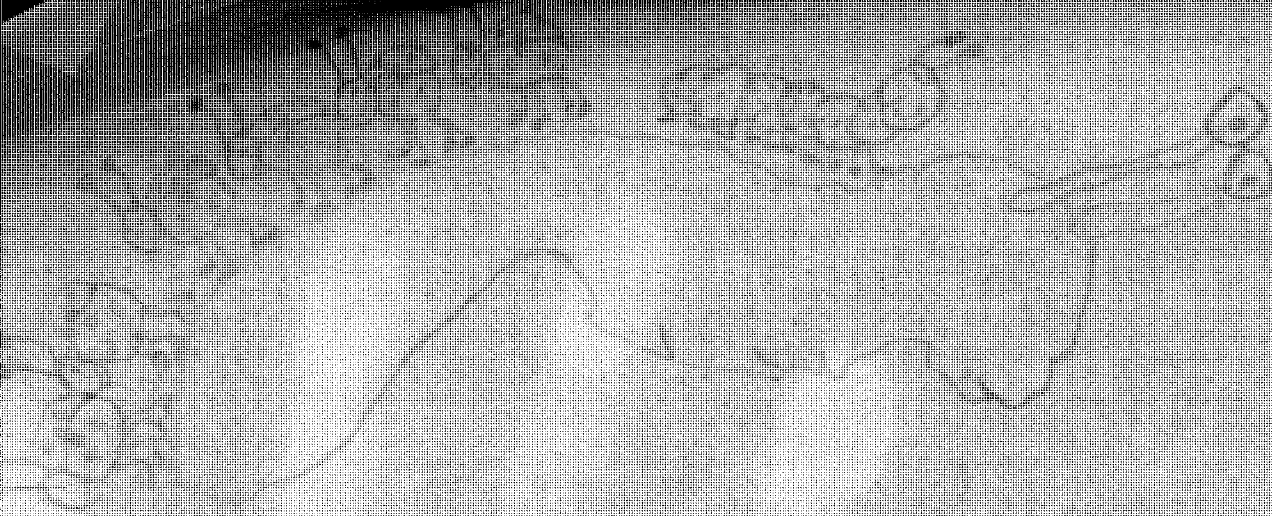
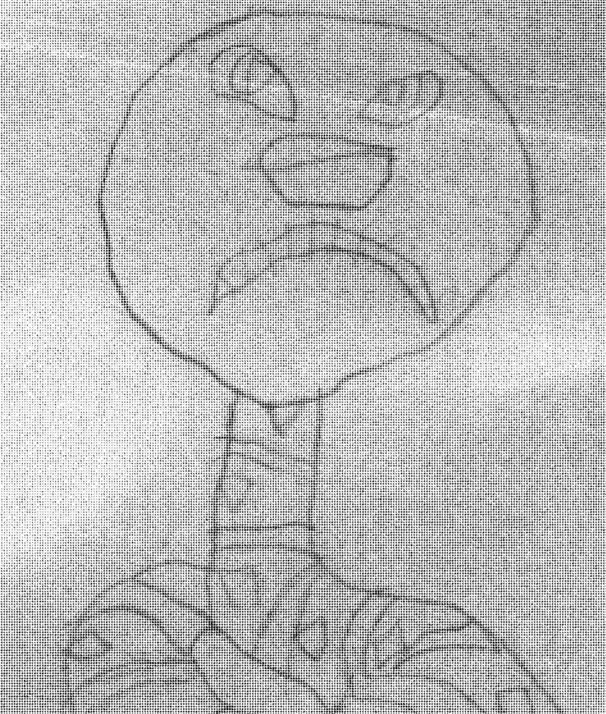
adam





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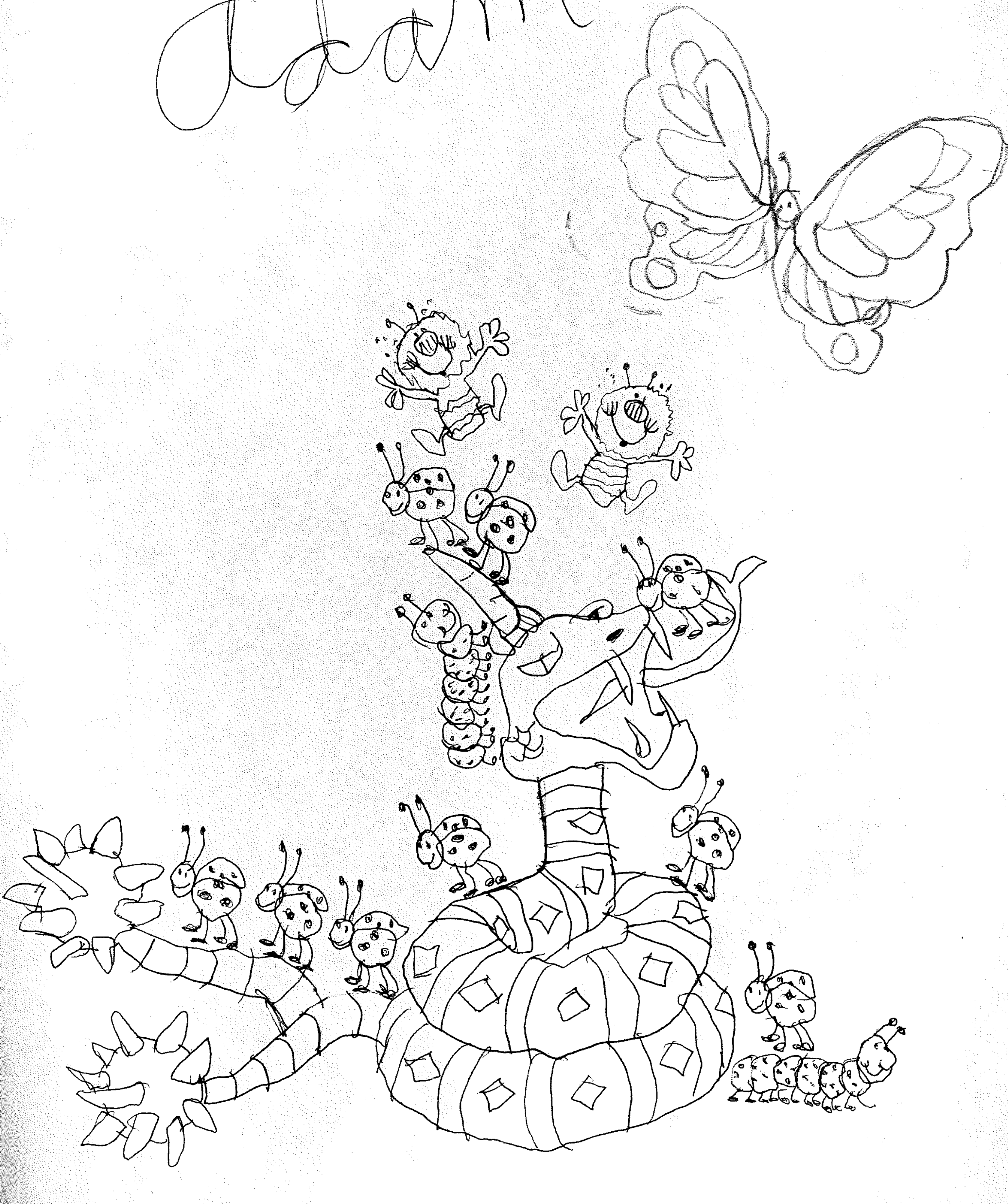

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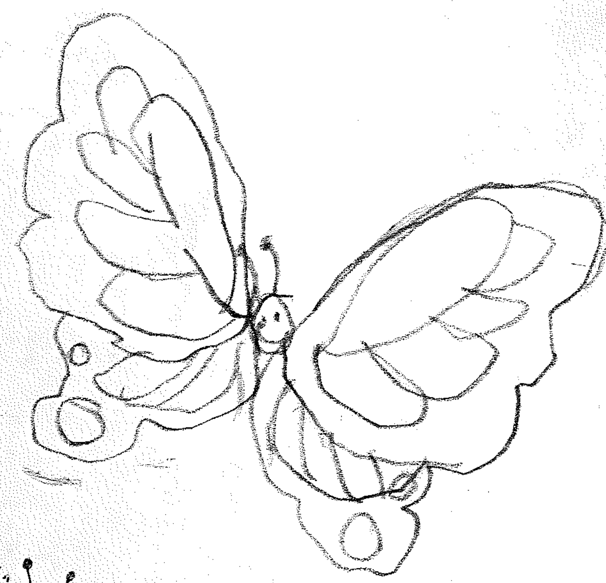
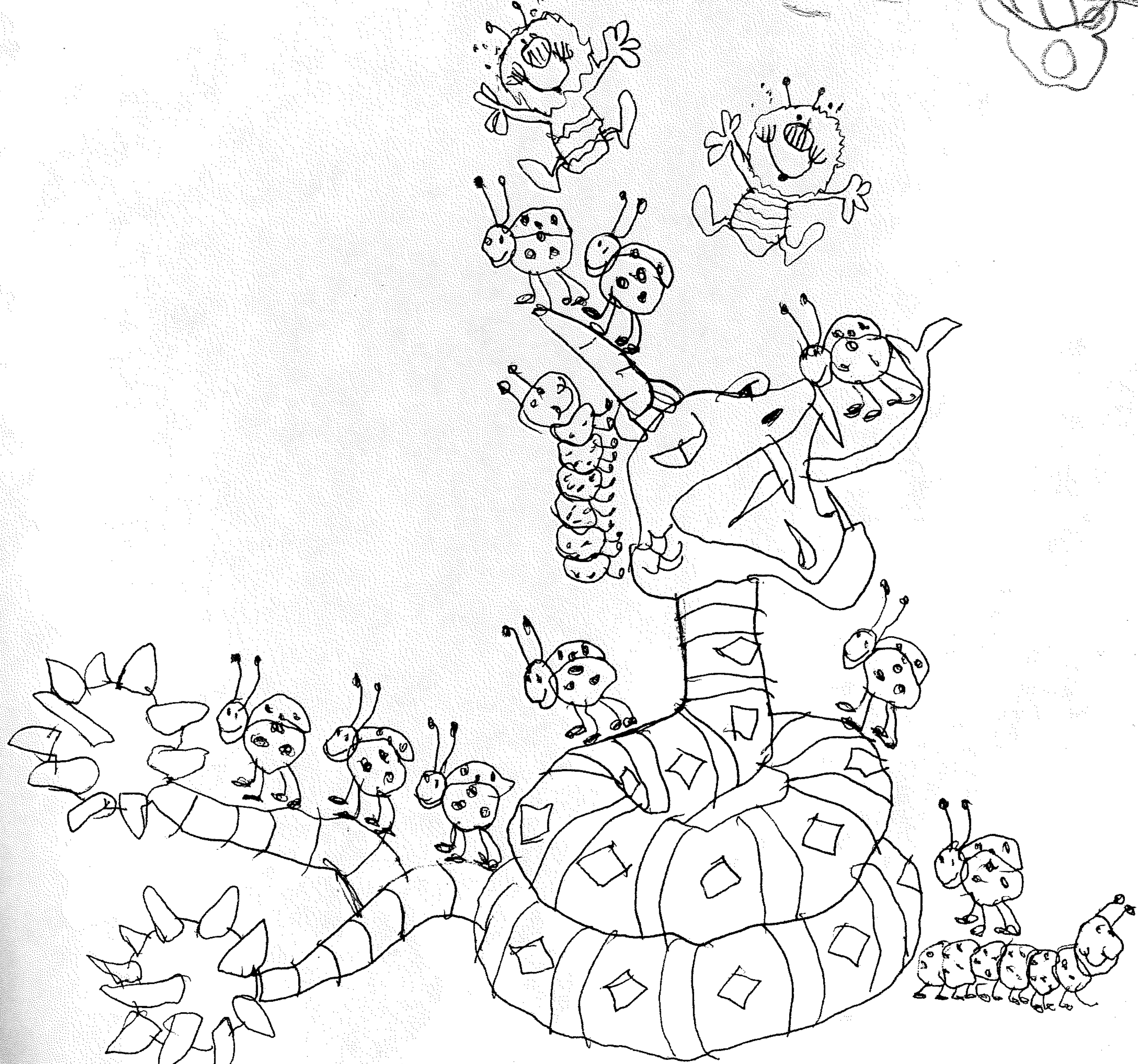
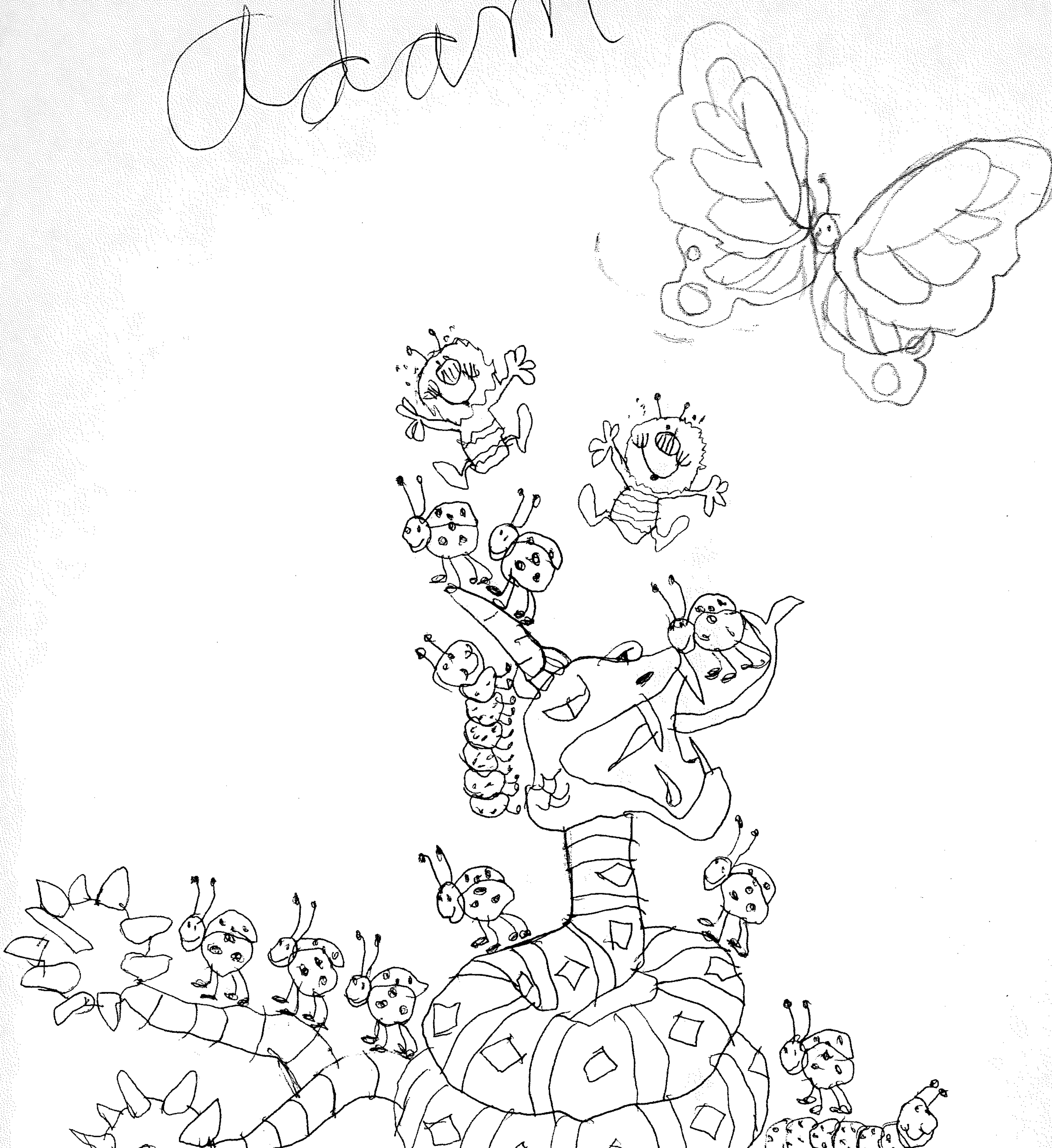
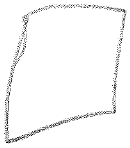




Adam

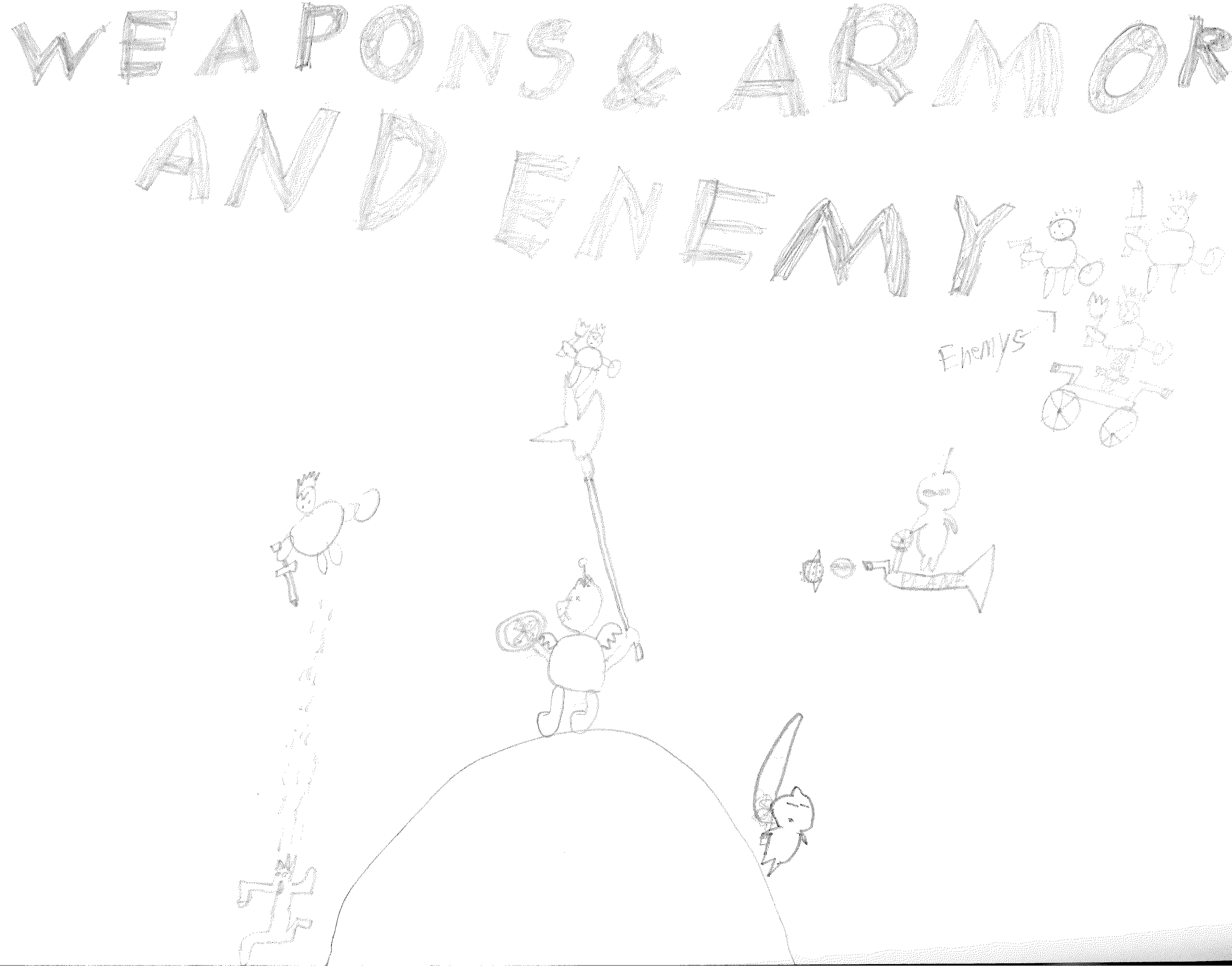

Adam

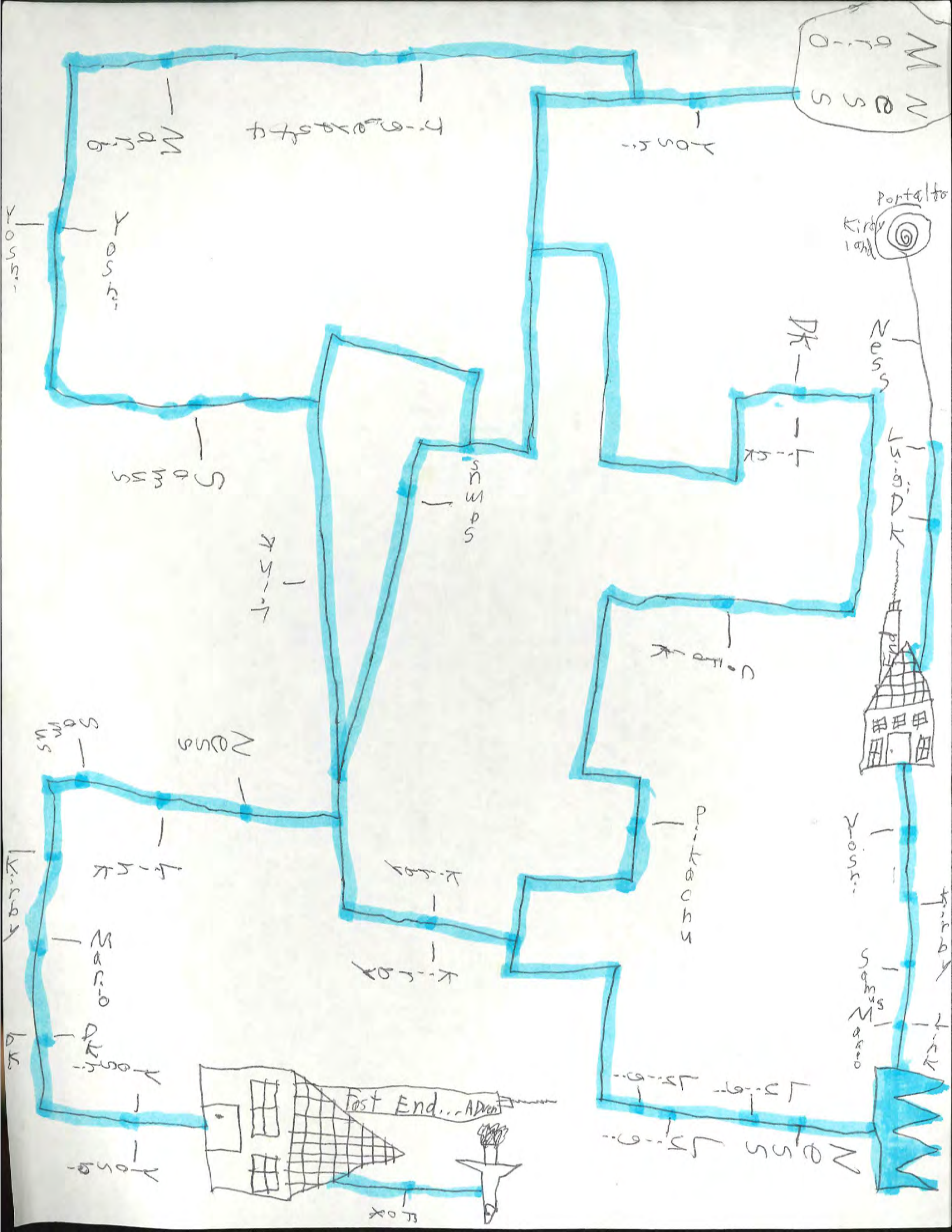
 Regule

Hp 100,000
Mp 0

Attack 1
Deffence 1
Magic attack 1
Magic deffence 1
Speed 1

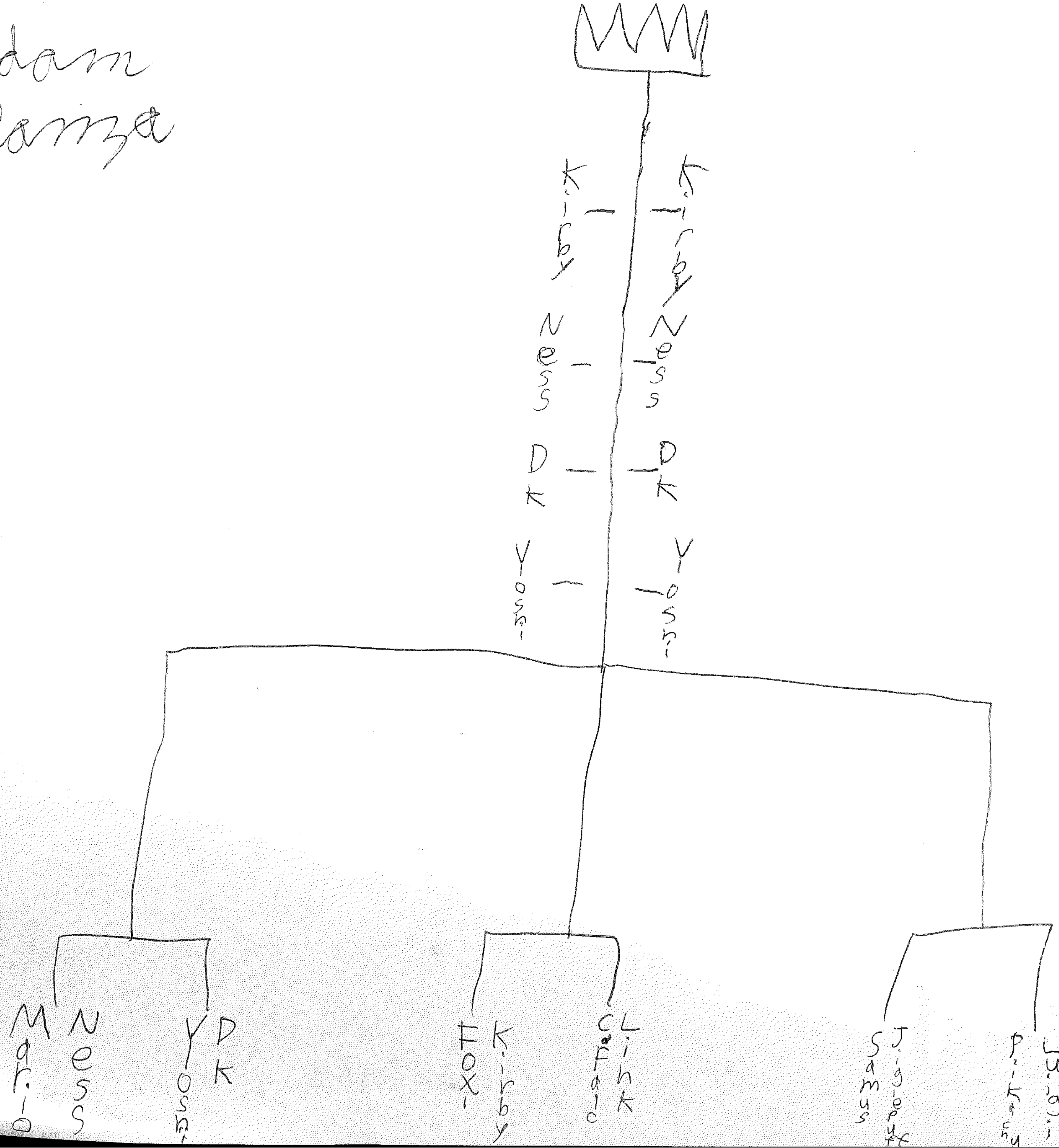
Attacks: Rock Smash, Smashaga, Rock L, Smash B.


WEAPONS & ARMOR
AND ENEMY
Enemys



Mario
Ness
Portal to Kirby land
Yoshi
Mario
Samus
DK
Ness
Link
Luigi
DK
Samus
Link
Kirby
Ness
Samus
Link
Mario
DK
Yoshi
Pikachu
Yoshi
Kirby
Samus
Mario
Link
Fast End...ADven
Fox
Ness

Adam Lanza


Kirby
Ness
DK
Yoshi
Kirby
Ness
DK
Yoshi
Mario
Ness
Yoshi
DK
Fox
Kirby
C Falco
Link
Samus
Jigglypuff
Pikachu
Luigi

GE Capital

3.

Peter J. Lanza
(203) 357-3684
8*228-3684

Frank + Bob: "Yay! Fried Chicken!"
Fred: "Dig in!"

This was a horrible and strange ending! I hope you enjoyed this horrible ending! Turn off this t.v. and eat some chicken! HA! Get it? Chicken! Ha ha! Oh that's great!

1.

GE Capital

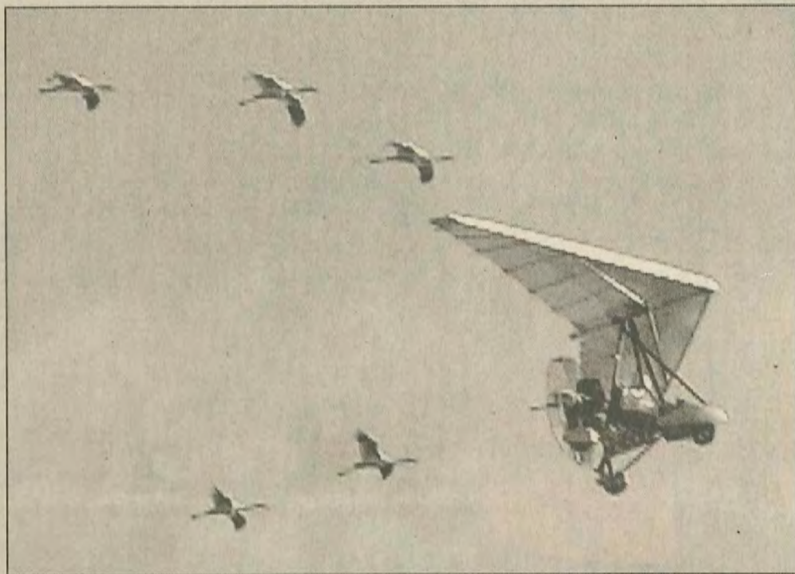
Peter J. Lanza
(203) 357-3684
8*228-3684

Jurasic Park (part 2)

Frank: "Aww man! I wish Bob volentered to look for Fred instead of me. We don't have the radios either. I would not mind so much if I used the radios to help. I could stand the fizzing ???!EE! Shoo you Raptor! You're gonna have rock for lunch!"

CLANCK CLONCK CLANCK CLONCK CLank Wham!

Fred: I didn't know raptors could play tennis with their tails. well they play like girls! Oh. That dinosaur WAS a girl. Oh well!"



Tribune file photo

An ultralight led the flock of cranes to Chassahowitzka's wildlife refuge in December. Biologists are tracking their return to Wisconsin.

Whooping Cranes Gliding Back To Their Summer Home Up North

CHASSAHOWITZKA — Using instinct and a gentle tail wind, the five surviving whooping cranes from last year's migration experiment are on their way north.

Biologists hope the cranes return to Necedah National Wildlife Refuge in Wisconsin for the summer, then come back each winter to Chassahowitzka National Wildlife Refuge on the Citrus-Hernando County line.

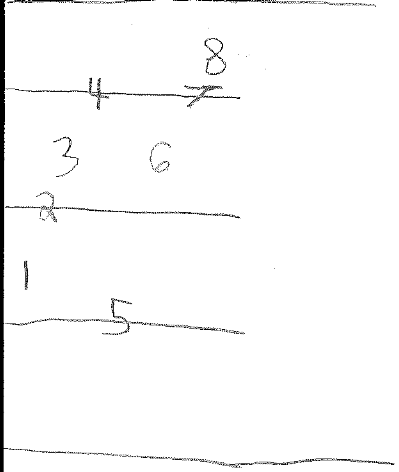
Rain grounded the flock Wednesday afternoon in south Georgia after covering 220 miles in less than seven hours Tuesday. Each bird has a radio transmitter so biologists can track them.

"It's their longest flight so far," said Heather Ray of Operation Migration.

Last summer, eight young birds adopted an ultralight as a surrogate mother and in October began following it south for 1,250 miles.

Nearly extinct in 1941, there are now about 1,400 cranes.

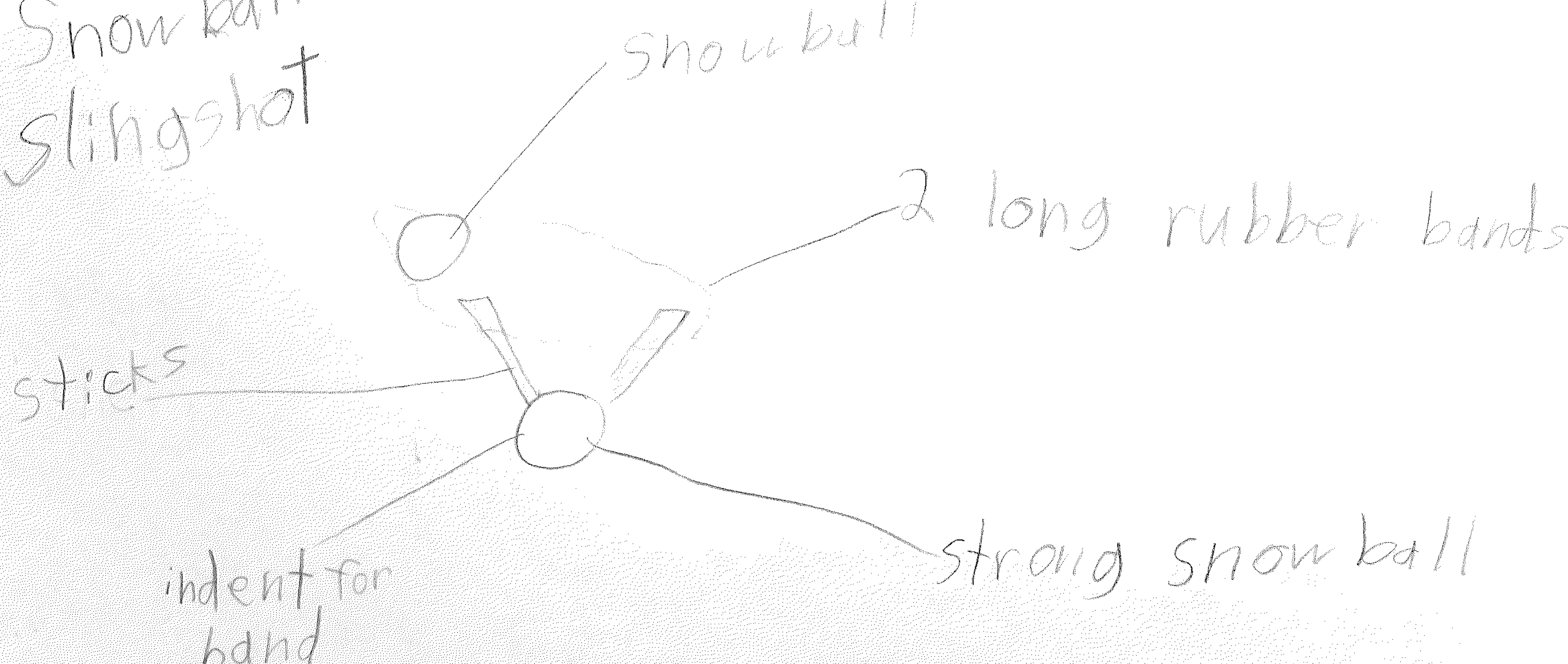
Jim Tunstall

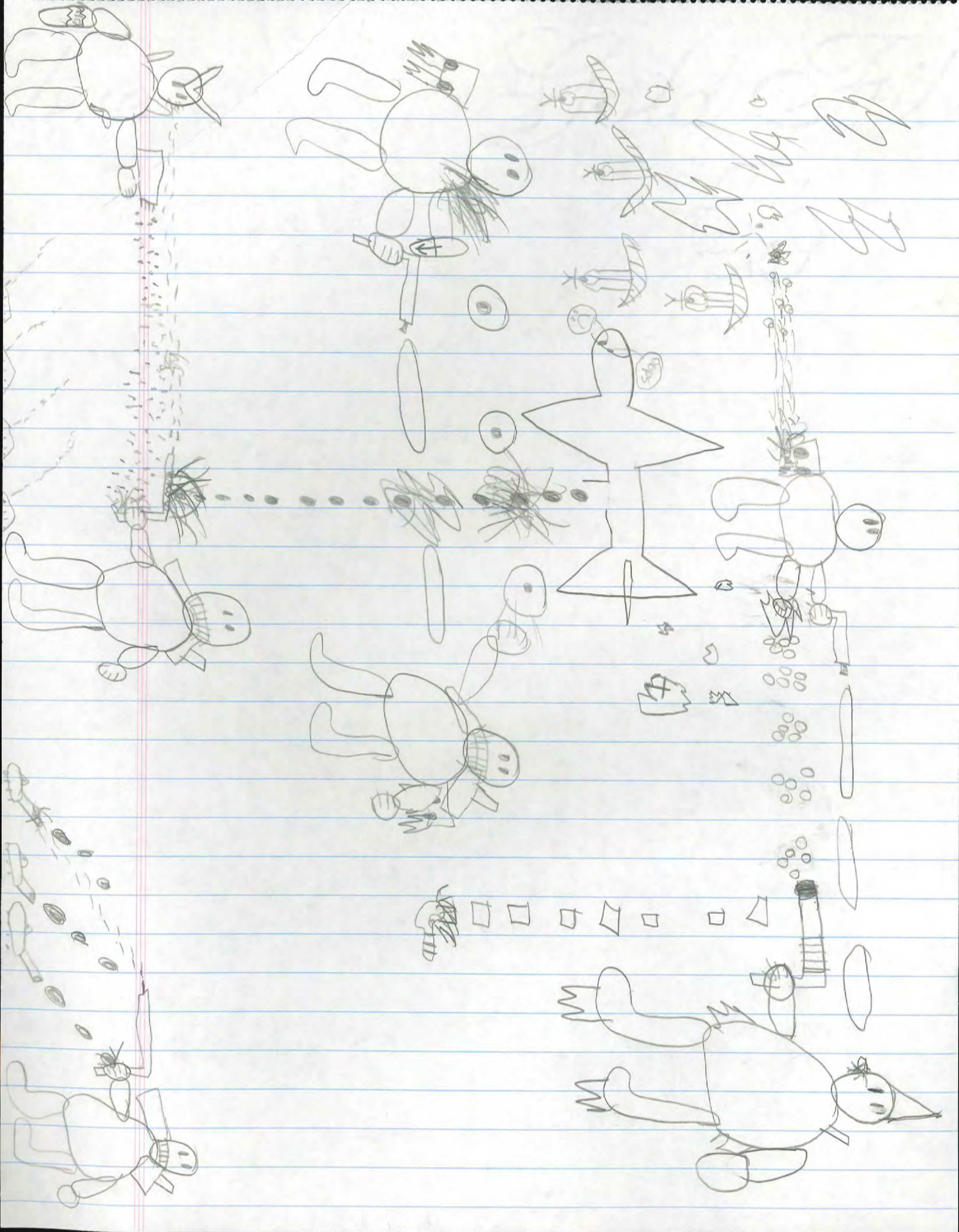


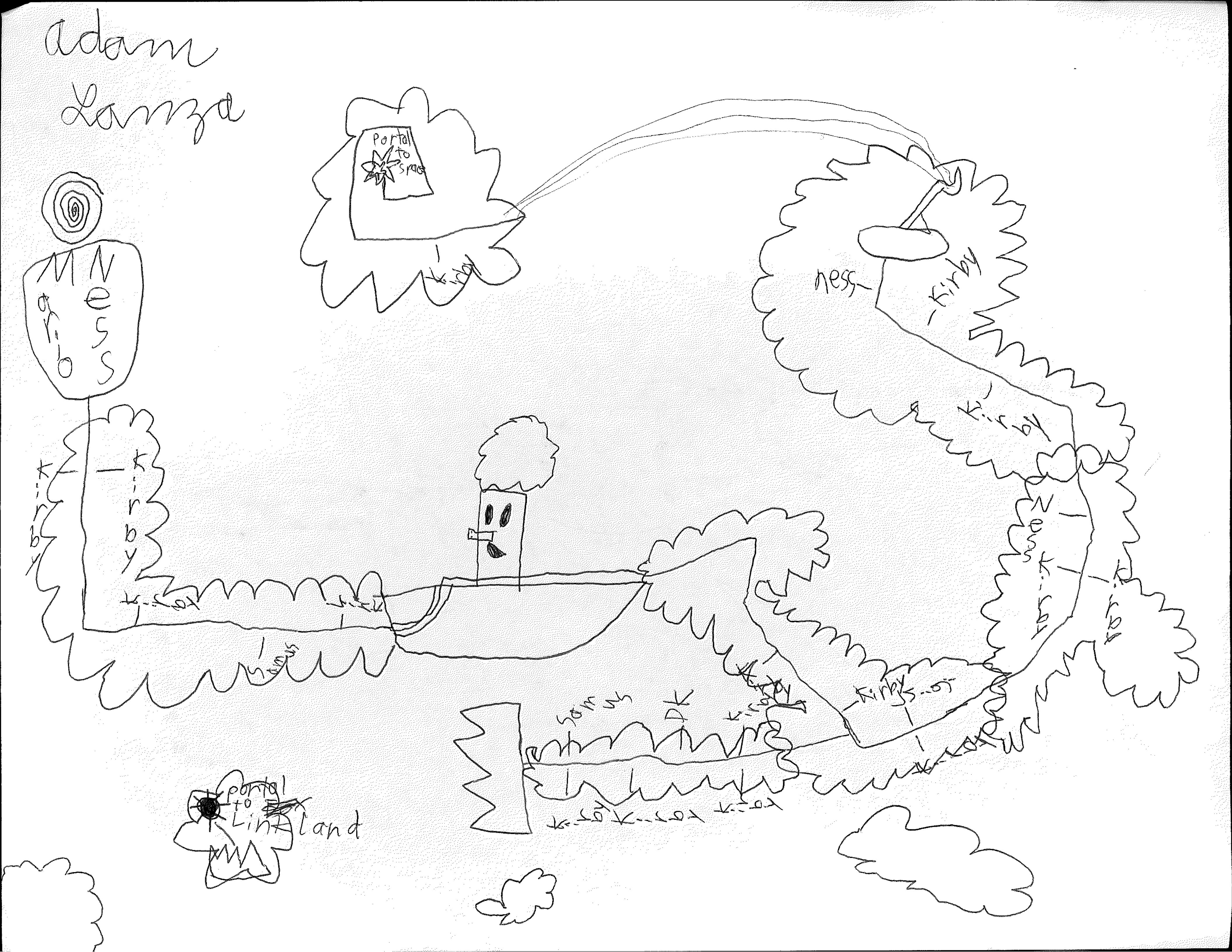
Ni-on
F-off

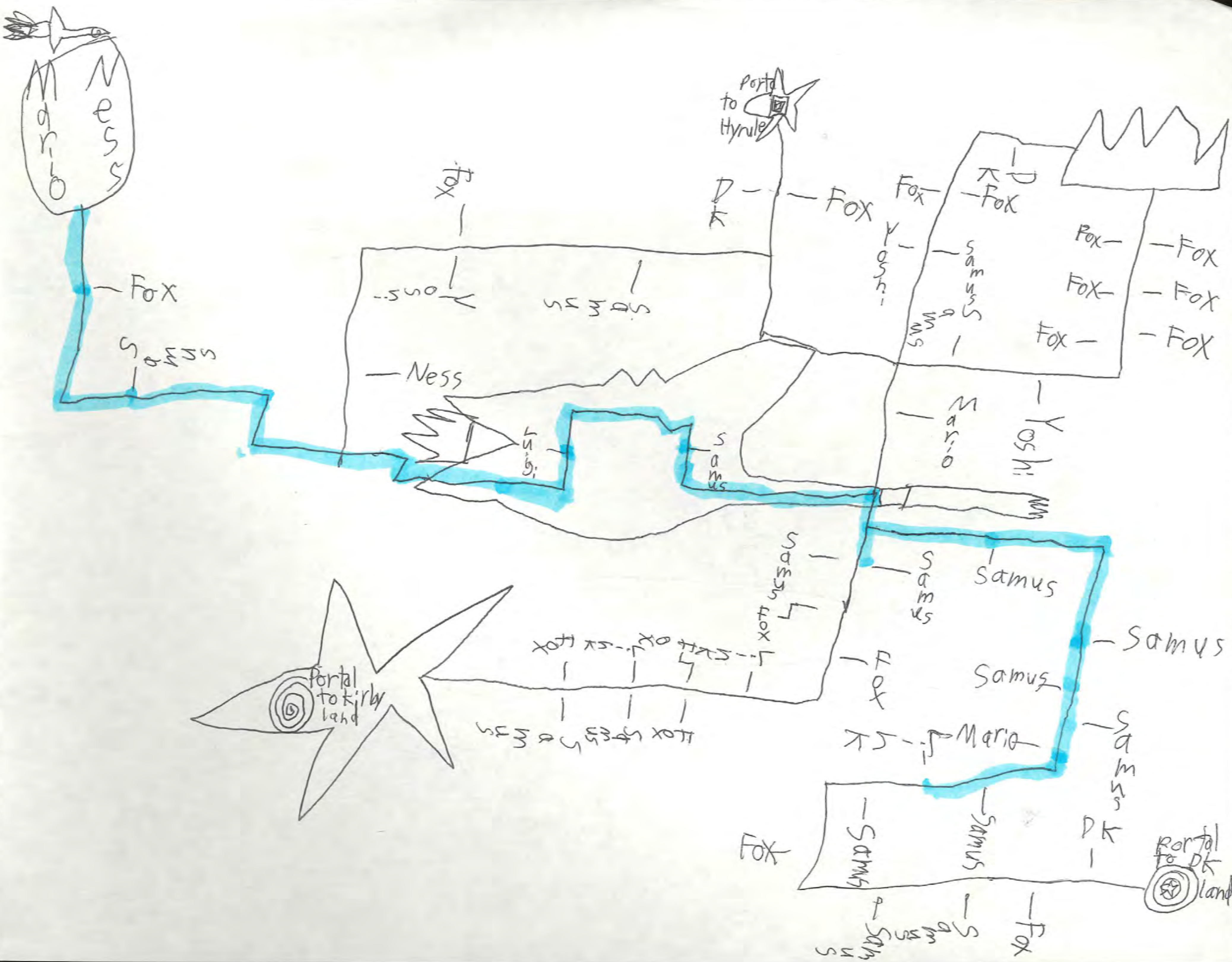
6 maybe

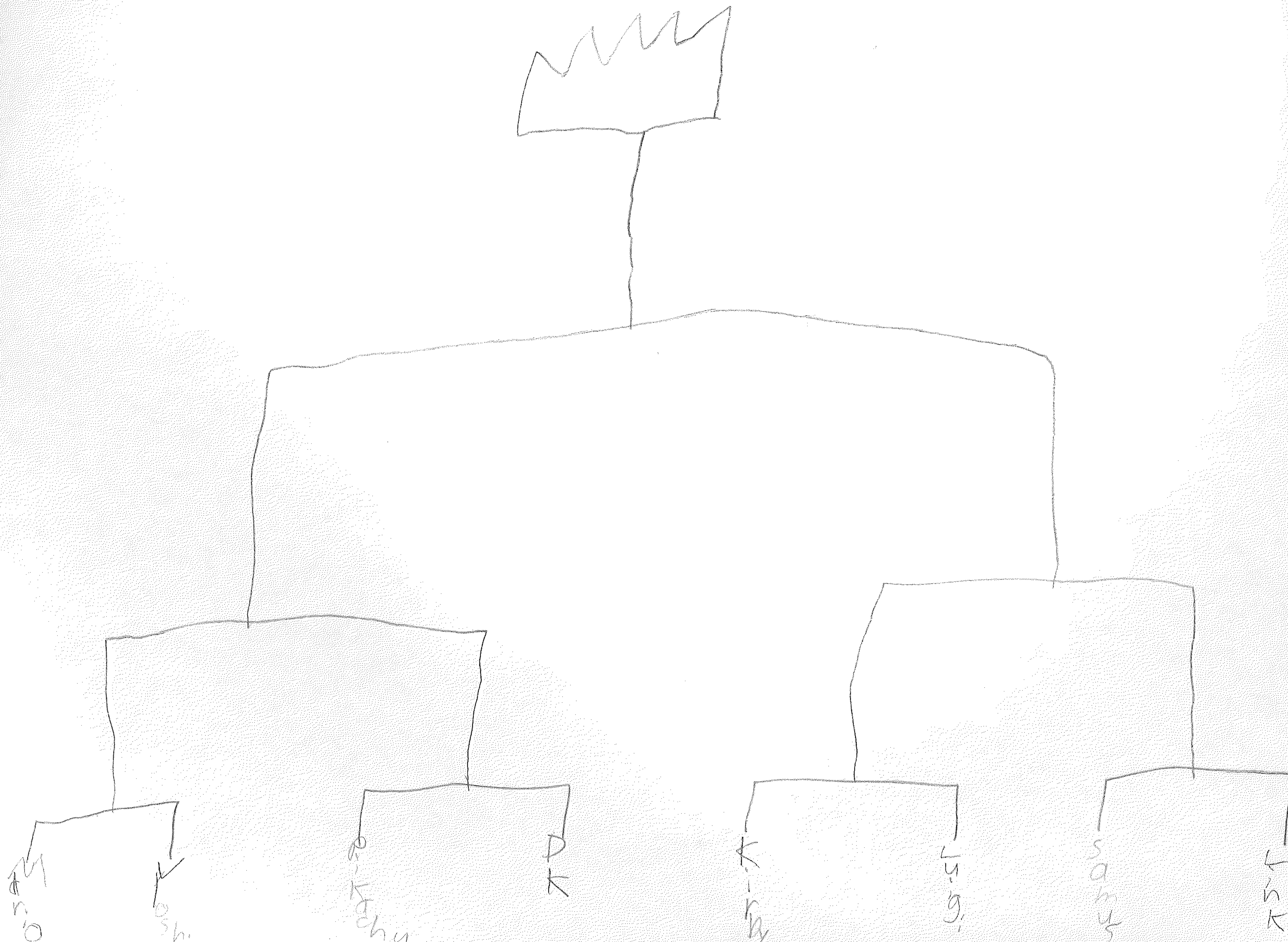
Snow ball slingshot






adam Lanza
Ness
Mr. Gribo
Portal to space
Kirby
Ness
Kirby
Samus
DK
Portal to Lint land


Mario
Ness
Fox
Samus
Ness
Portal to Hyrule
DK
Fox
Yoshi
Mario
Luigi
Portal to Kirby land
Portal to DK land
Samus
Mario
DK
Fox

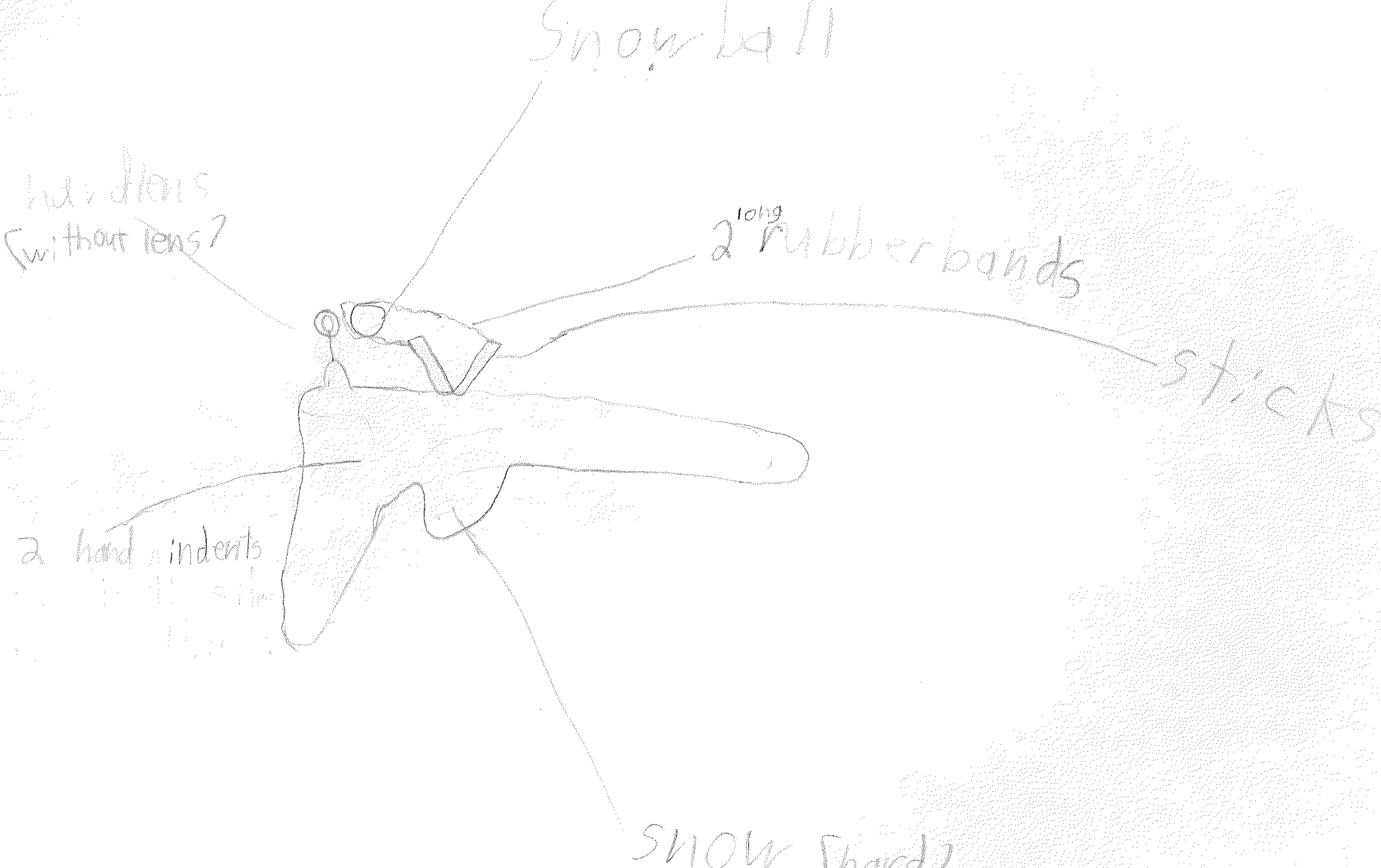


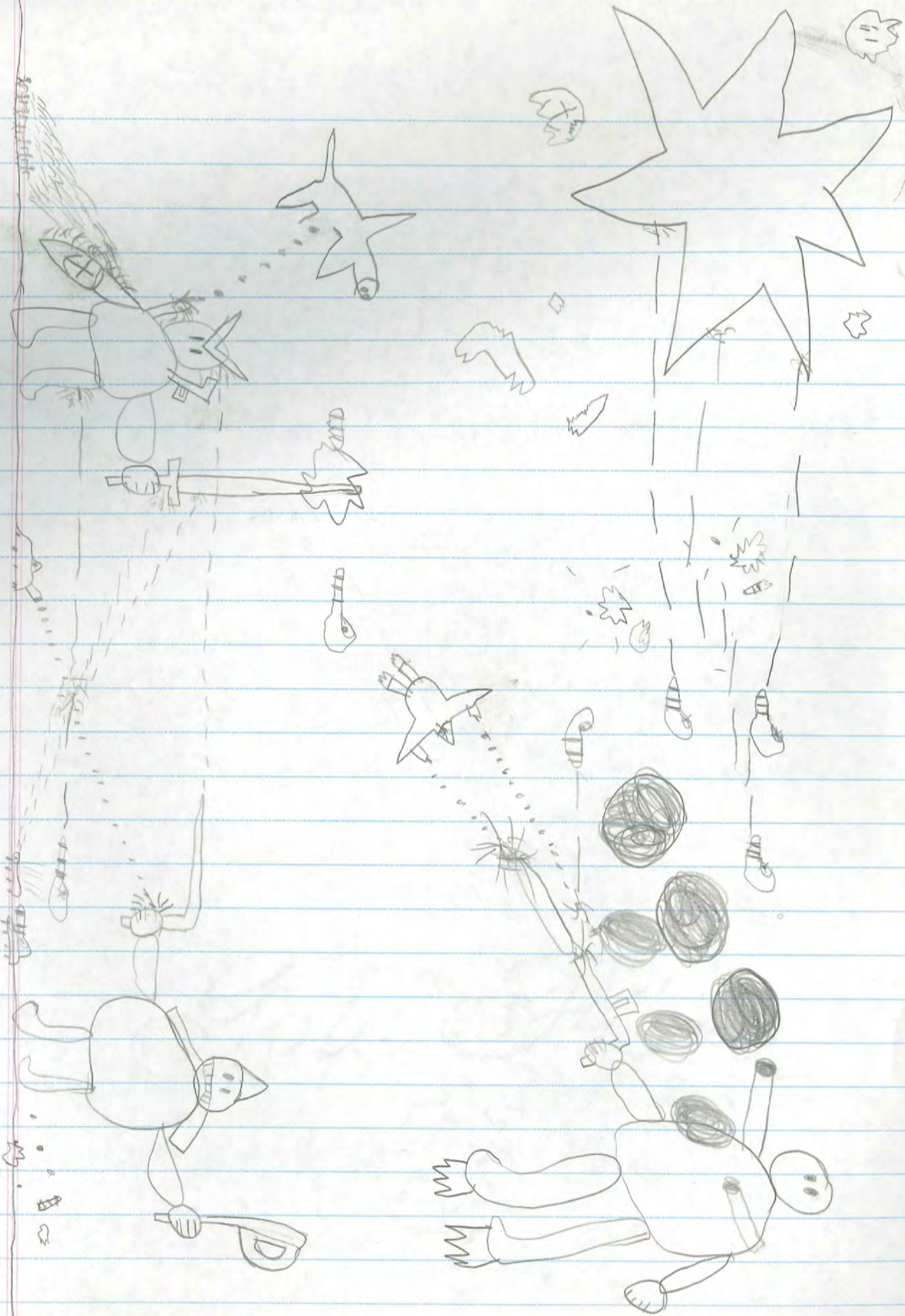
Mario
Yoshi
Pikachu
DK
Kirby
Luigi
Samus
Link

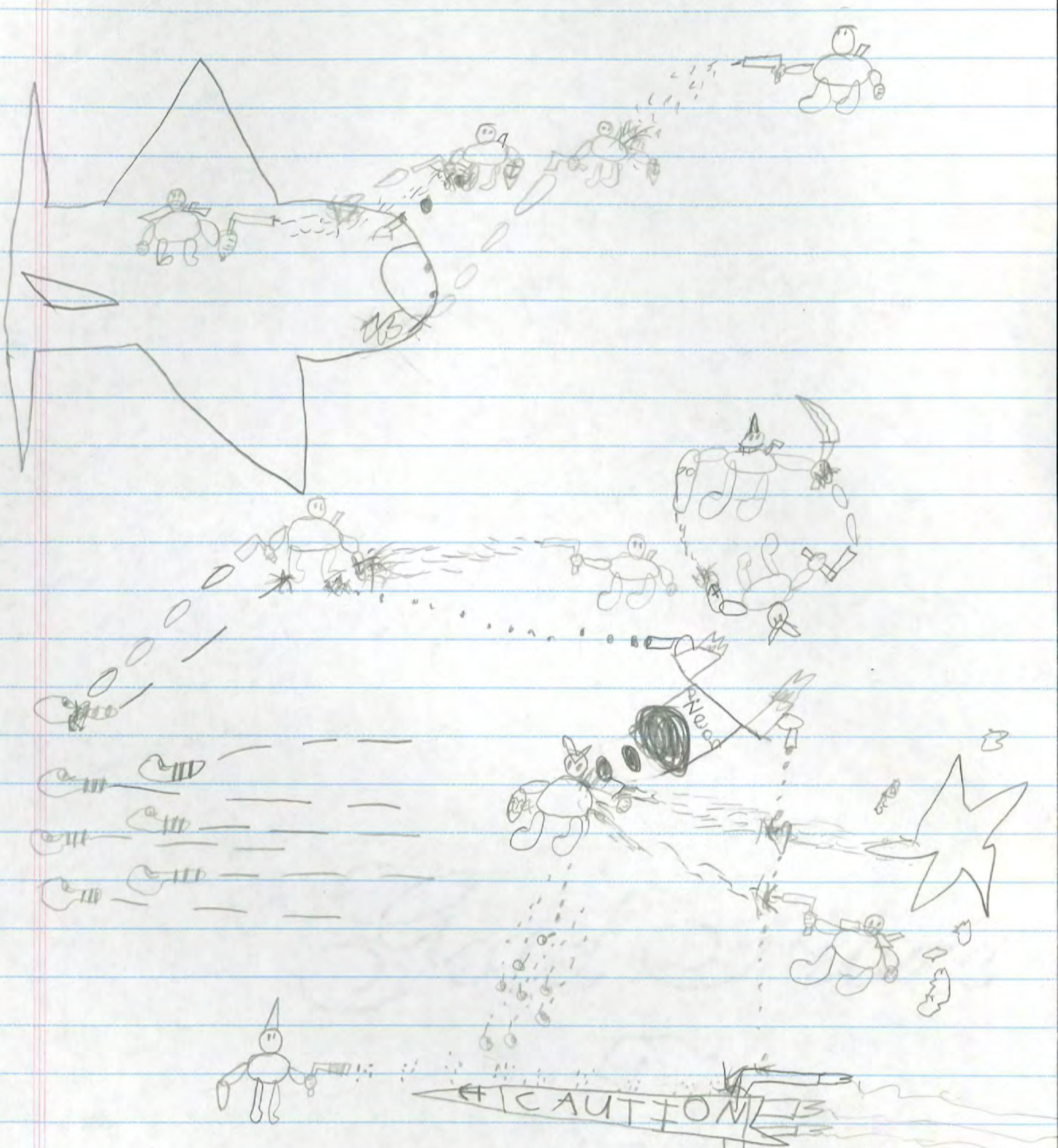
Snowball Launcher

- [x] Snowfall
- [ ] 1 handlens at funstaion
- [ ] 2 thick and strong sticks
- [ ] 2 long rubber band

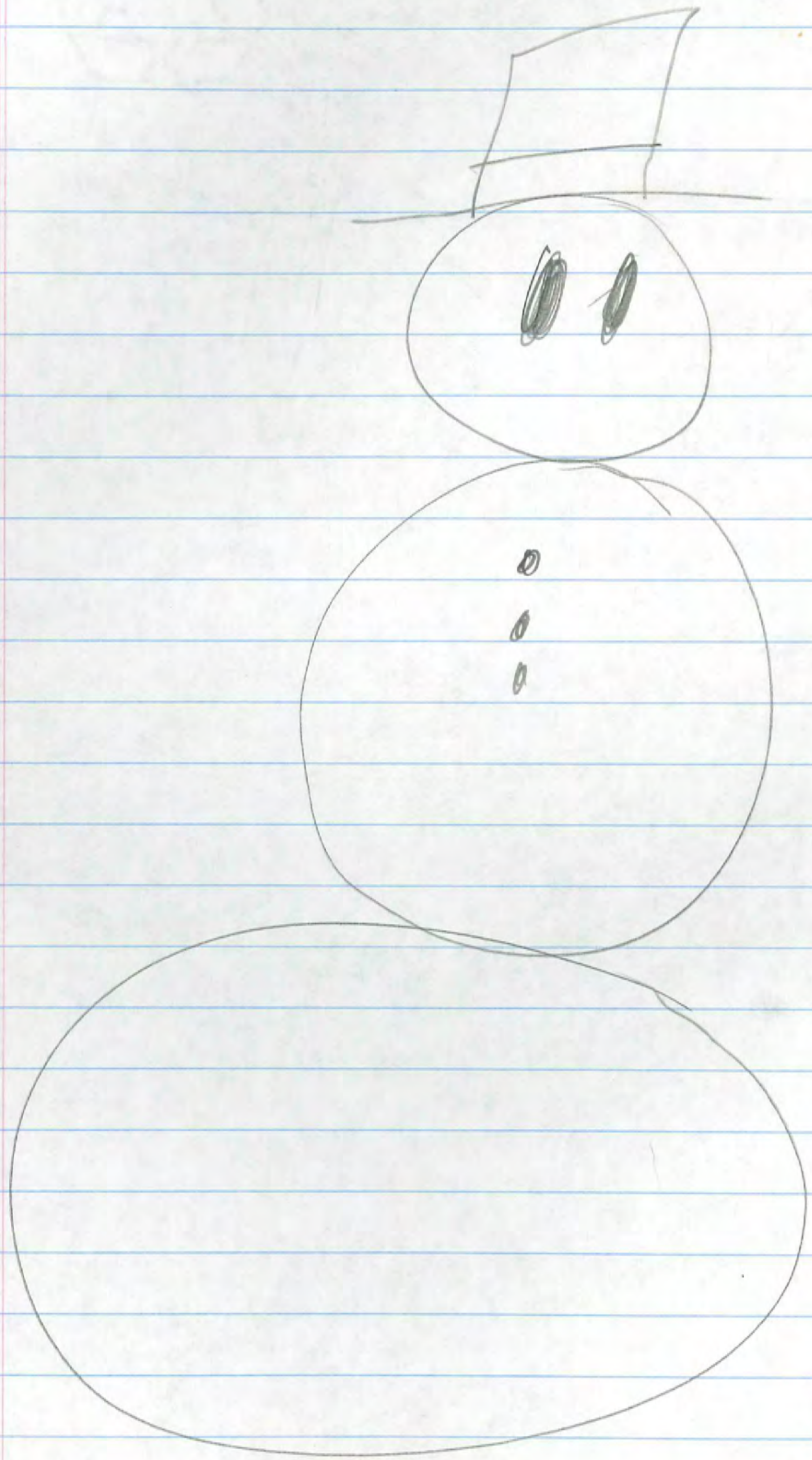
Snowball Launcher

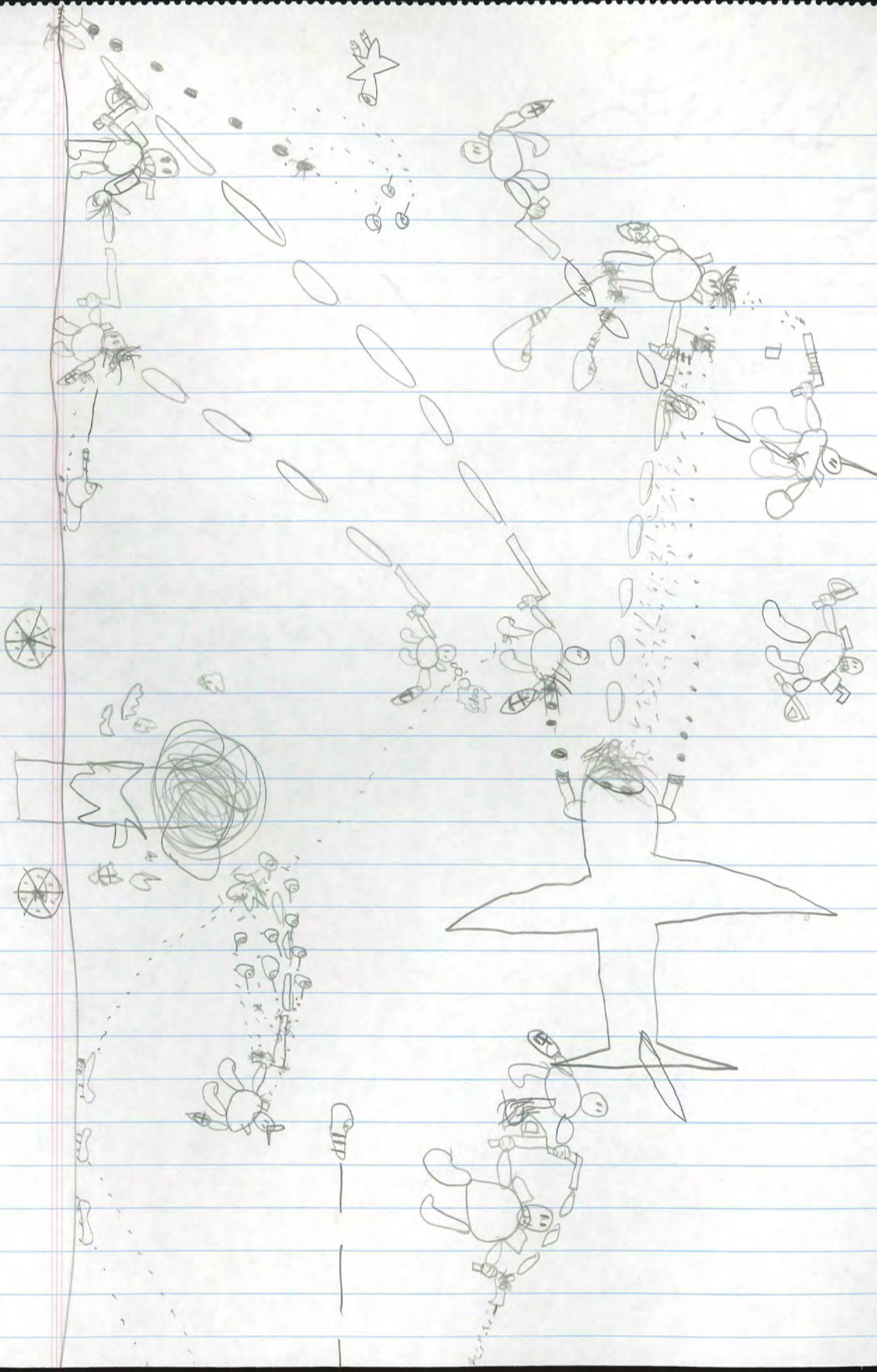


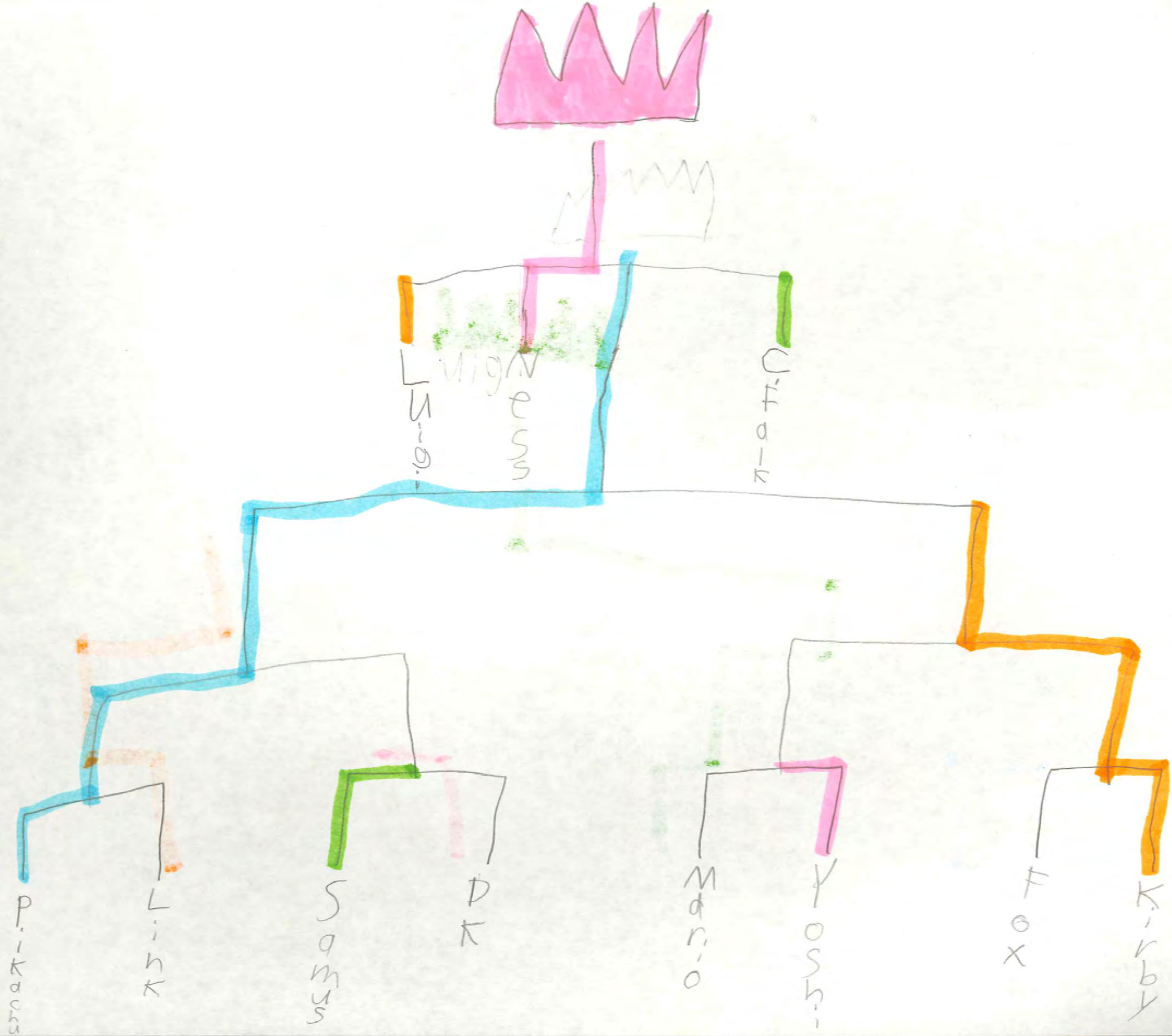




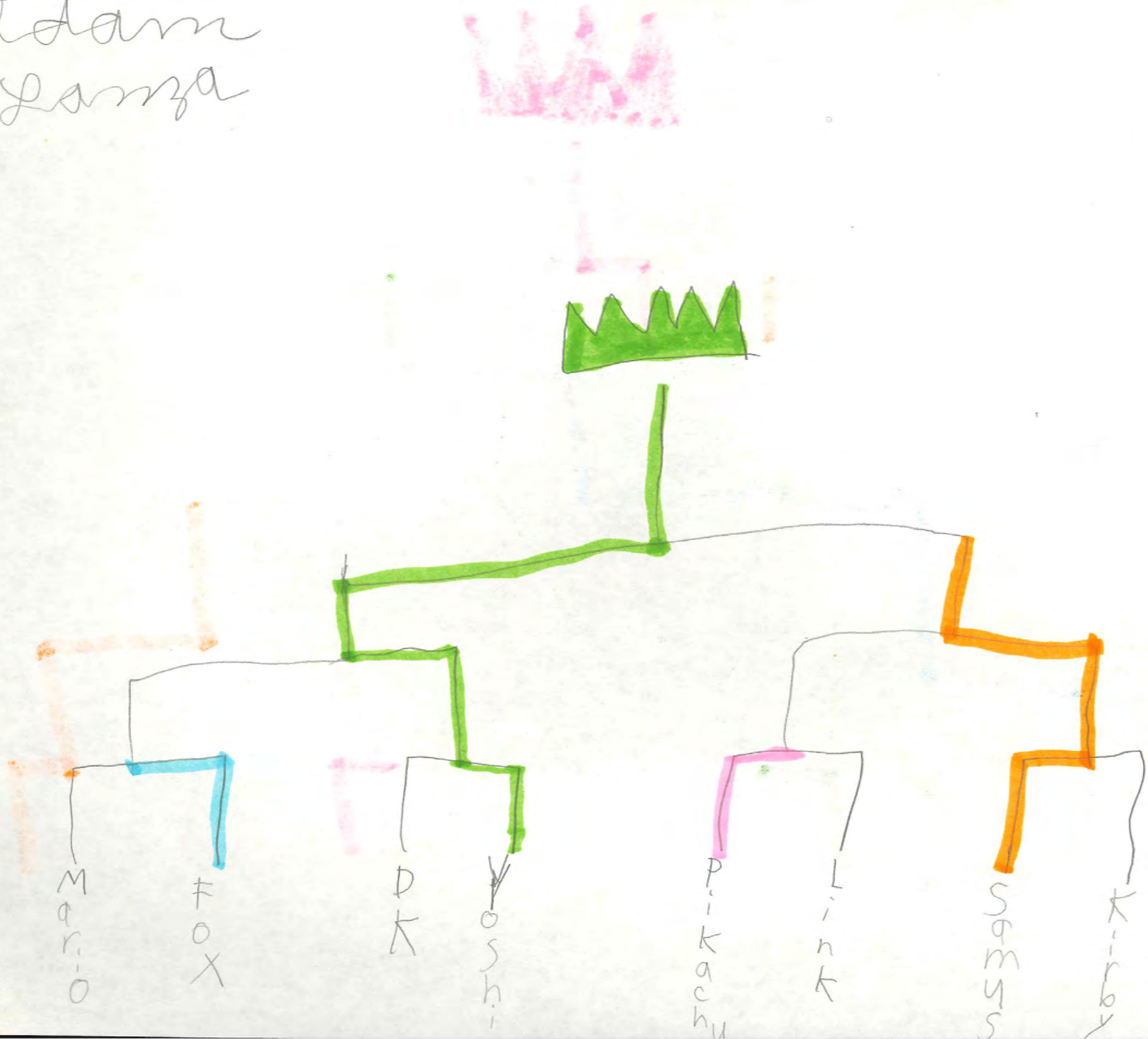
Neo
CAUTION

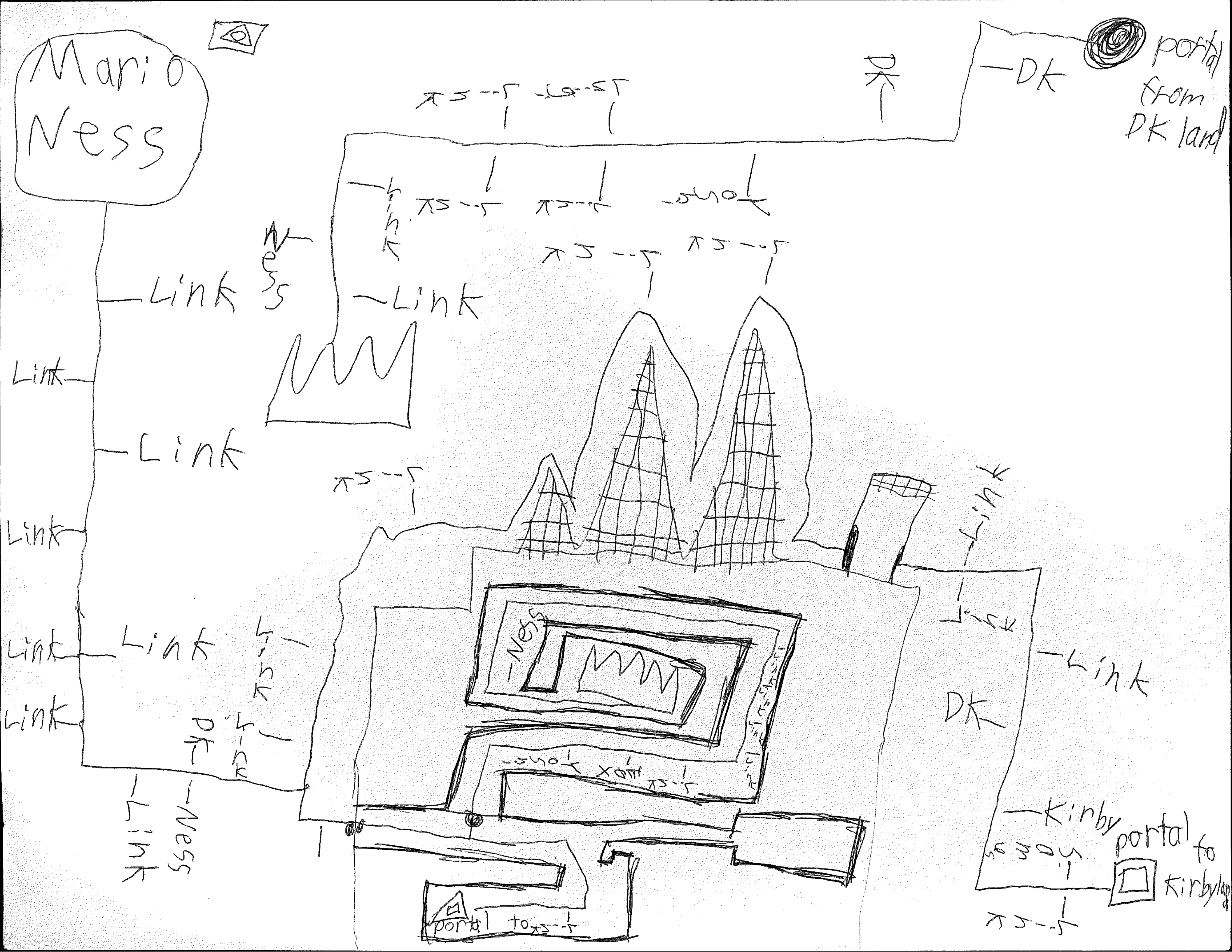


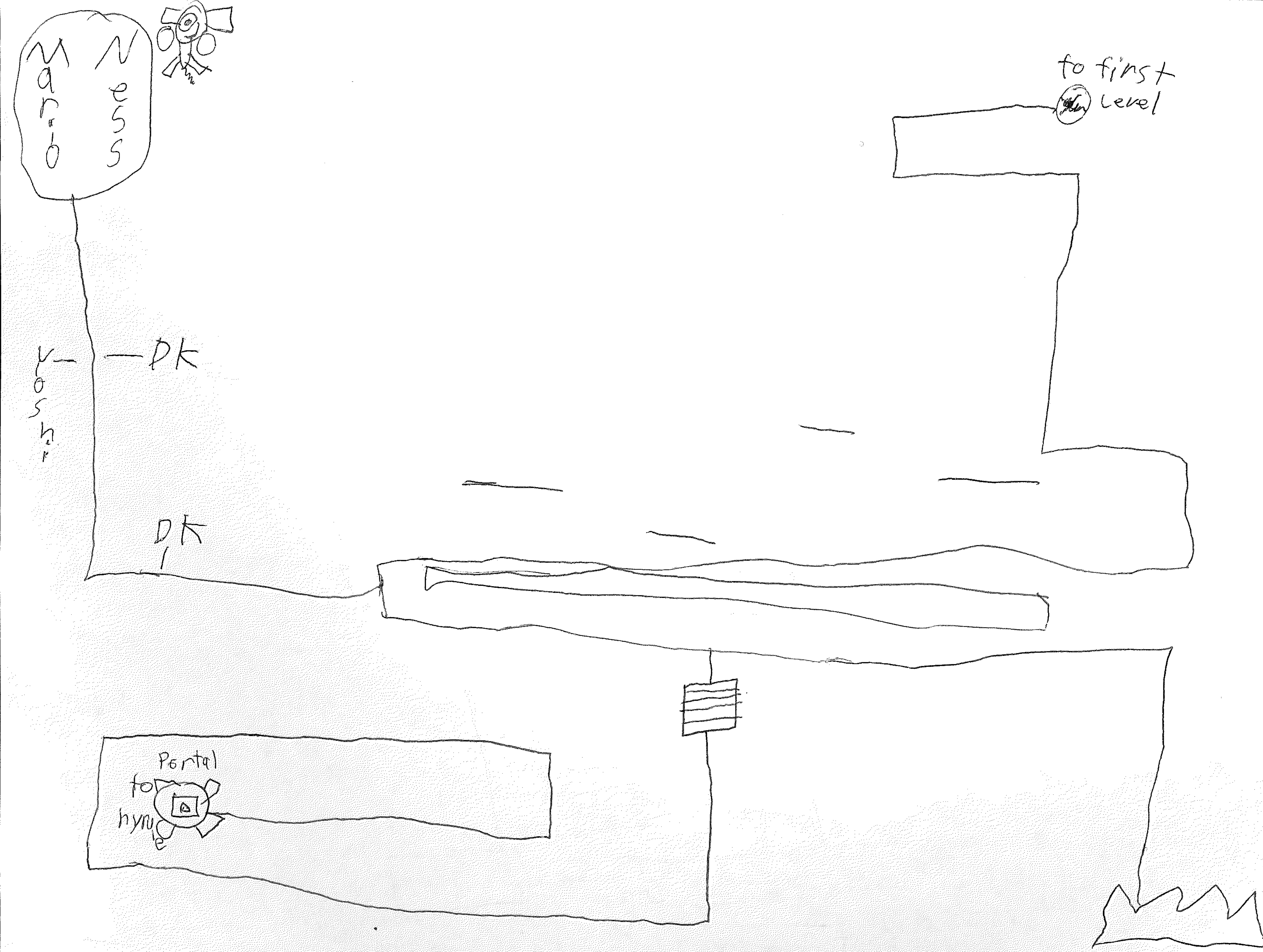



Luigi
Ness
C.Falk
Pikachu
Link
Samus
DK
Mario
Yoshi
Fox
Kirby

adam lanza




Mario
Ness
portal from DK land
DK
DK
Link
Link
Link
Link
Link
Link
Link
Link
Link
Link
Ness
Ness
DK
DK
Link
Link
Kirby
portal to Kirbyland
portal to



Mario
Ness
yoshi
DK
DK
Portal to hyrule
to first level

GE Capital

2.

Peter J. Lanza
(203) 357-3684
8*228-3684

Bob: "??? I see it! The plane! And I found Frank! I thought he was eaten! And I found a Raptor!!! ...rap...tor...AAA!!! And a T-rex! YAY!!! And Fred! AAA!!! The raptor is eatin' mee!? BANG!!!!!!! I scared it away. ??? And I scared the T-rex too... That is ODD!"

Fred: About time! I've been scared off my butt!"

Frank: "I know what! This will help your crankyness! It has been in my pocket since I was 4. I'm 57 now!"

Private

Corpral

Sergant

Lieutent

Captain

Major

Conodl

Genral

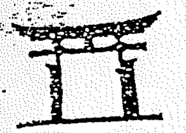
Dear Adam,
a story I wrote about
When I was nine.

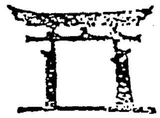
Recently I have been thinking about "The old days" when I was nine years old. It was 1943 and the United States was at war. World War II. We were living in Swampscott, Mass. My family consisted of my parents and two sisters. My brother had not been born yet.
I was in the third grade at Saint John's Parochial School in Swampscott. We were taught by the nuns. Sometime during that year (October I think) I broke my right elbow. My sister Jean and I were see-sawing on a homemade plank and sawhorse in the yard at camp. Somehow I got bumped, fell and got hurt. Because of the "flying wing" cast that I had on my arm I couldn't go out to recess. So I spent all that year at recess learning the multiplication tables - over and over- with the nun. I knew them by heart and still remember them. The six table was my favorite ; I don't know why.
We spent a lot of time at camp. We would go up every Friday night and come home on Sunday afternoon, spend vacations there and all summer. We had a big garden and my Mother canned enough vegetables to keep our family fed all winter. My Dad would hunt and fish and Jean and I would swim, hike and play in the woods. As I said before, the country was at war and food was very scarce. Everyperson was allotted food stamps which you would have to exchange (along with money) for all canned food, meat, flour, sugar . There was no frozen food. Even if you were lucky enough to have the money and the stamps, you still had to find a grocer that had the food and then stand in line for a chance to get it. My Dad had a friend, Mr. Duncan, who owned a market. Jean and I would pull our wagon to his store on the way to school and pick it up on the way home. He would always make sure we had what my Mom had asked for; as long as we had the stamps. Sometimes he would surprise us with 2 beautiful oranges in the bag "to reward us for delivering groceries to my Mother." We had no school bus. Walked about a mile back and forth. We did have a car, a 1939 Ford but because of the war, there was very little gasoline and of course it was rationed like food. Dad took the train to work and we saved the gas for going to camp. Delivery trucks were scarce. I remember following the ice wagon to catch some ice chips of the big blocks. Horse and wagon. The rag man came by horse and wagon, picking up old clothes , rags etc, and news papers. He also sharpened knives and scissors. Sometimes the coal man used horses. (Nobody had oil heat)
We had to make our oun fun. After school we would play outdoors till supper. After supper we played games and listened to the radio. Dad would get the war news and then we would listen to the Lone Ranger, Jack Armstrong, and Mystery theatre (the scariest show) Again because of the war our neighborhoods had to be dark so as not to be a target for enemy planes, so we had to pull our black shades, no outside lights (even car headlights had to have the top half blackened)

We had neighborhood wardens that would patrol on foot . If there was one little sliver of light showing, he would knock on the door and make sure it was taken care of. We also had air raid drills. Sirens would sound and all the lights had to be turned off. If you were driving, you would have to stop and turn off your lights untill the all clear was sounded. There were no street lights.
There was no television, VCR, electronics of any kind, no electric stoves or cell phones. We didn't have electricity at camp untill 1946. Building supplies were almost impossible to get but a house was being built at the end of the street. When the carpenters went home, Jean and I would go to the site and pick up nails (mostly bent) that were dropped. My dad would straighten them and that is what we used to build the porch at camp.
My dad had a good job. He was a lawyer. We were very fortunate. I had a friend, Frances, who was very poor and lots of times had nothing to eat. My mother would always send an extra sandwich (peanut butter) to school for her. I don"t remember her ever having her own lunch and sometimes she would eat her sandwich on the way to school. Maybe she hadn"t had any breakfast. She sure seemed very hungry. There were no school lunches. I wonder what ever happened to her. She left town that year.
That's what my life was like WHEN I WAS NINE YEARS OLD.

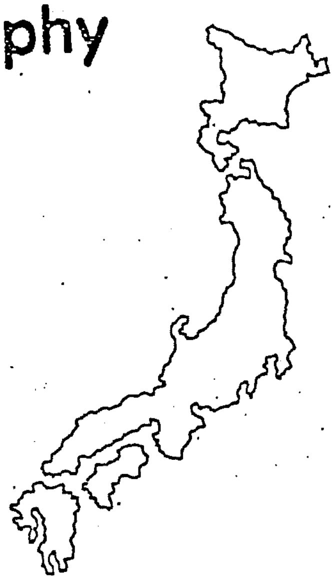
Love
Nana

adam Lanza





Japanese Geography



Japan is made up of four main islands. Hokkaido (hoe-kai-doe) is the second largest and most northern of the main islands. This island is underdeveloped for three reasons: it is so cold, it is made up mostly of forests and it is too far from the main island.

Honshu (hahn-shoe) is the largest and main island. Tokyo, the nation's capital, is located here. The major port and harbor of Japan is in Yokohama. Kyoto is the major cultural center of the country. Kobe is an important commercial and industrial center. All of these important cities are on the island of Honshu.

Shikoku (she-co-coo) is the smallest of the islands. It is bordered on the east by the Pacific Ocean and on the west by the Inland Sea.

The most southern and third largest of the main islands is Kyushu (key-oo-shoe). Beppu is a city of international fame for its hot springs and mineral baths nestled in the serene mountains and plateaus on the eastern shore. There are several thousands of smaller islands in Japan.

About 72 percent of Japan's land is mountainous. Down the very center of the nation lies a slender mountain range called the Japanese Alps. Japan is so mountainous that there is very little habitable land left. Every bit of land is treasured and used wisely. The highest and most significant mountain is Mt. Fuji (12,388 feet (3716.4 m)).

There are numerous swift rivers, excellent harbors, splendid lakes, sandy beaches, jagged cliffs, peaceful coves, cascading waterfalls and picturesque valleys all over Japan.

Lake Biwa is Japan's largest lake. It is 260 square miles (673.4 sq. km) in size. Several little islands dot its surface and the scenery around the lake is superb.

Japan is surrounded by the Sea of Japan on the west, the Pacific Ocean on the east, the sea of Okhotsk in the north and the Inland Sea on the western side of Shikoku.

There are many semi-active volcanoes due to the fact that Japan is located on the Pacific Ring of Fire. Earthquakes happen on a daily basis. Over the years, many earthquakes have destroyed important cities in Japan. The people are now well-informed about earthquake preparedness.

QUESTIONS:

1. ~~Research the Pacific Ring of Fire. What is it?~~

→ 2. Which island would you like to visit, and why does it seem intriguing to you?

Use at least 2 details,

I would like to go to Honshu. It has Royal Japan. Royal Japan is a place where you can just sit down, quietly and watch it snow. I would also buy a lot of things because it is the main island.

Like what?

7.

GE Capital

Peter J. Lanza
(203) 357-3684
8*228-3684

Magic Items

Green Gem:

Brings back from dead ? times.

Gaseous form potion: can only be harmed if used by magical fires, lightning or whirlwind. You can go through small openings

Gold Hit Ring:

Example: If the enemy has to be hit over say 10 then now it is over 9.

Growth potion: 5 times regular size. Move as fast as a giant.

2.

Healing potion: 4-10 HP cured.

2.

GE Capital

Peter J. Lanza
(203) 357-3684
8*228-3684

Frank: "I'll go look for him."
Bob: "OK."
Frank: "???... Hey Fred! How can you be talking to us if your plane crashed?"
Fred: I only have my radio with me. Remember I put it in my shirt pocket?"
Frank: "Oh."
Fred: "I'm lost" kzz... kzz... your signal!"
Fred: "EEE!!! A... kzz" is at the tree!"
Bob: "The radios are useless now so let's chuck 'em out of the car."
Frank: "K."
Bob: Look for Fred Frank."
Frank: "K"
Bob: Stop saying 'K!"
Frank: "K."

1.

GE Capital

Peter J. Lanza
(203) 357-3684
8*228-3684

Juradsic Park
(part 1)

Bob: "Hey Fred! Did you find anything new about Teradactles?"

Fred: "No Bob! I just see... BANG..........

Bob: "Fred!!! what happened?!"

Fred: "EEEE!!!!!" Kzz... Kzz...

Bob: "I hope he just only hung up the radio."

Frank: "Bob! I've been driving all day! Can I have a turn now on talking on the radio?"

CRRSH!!!

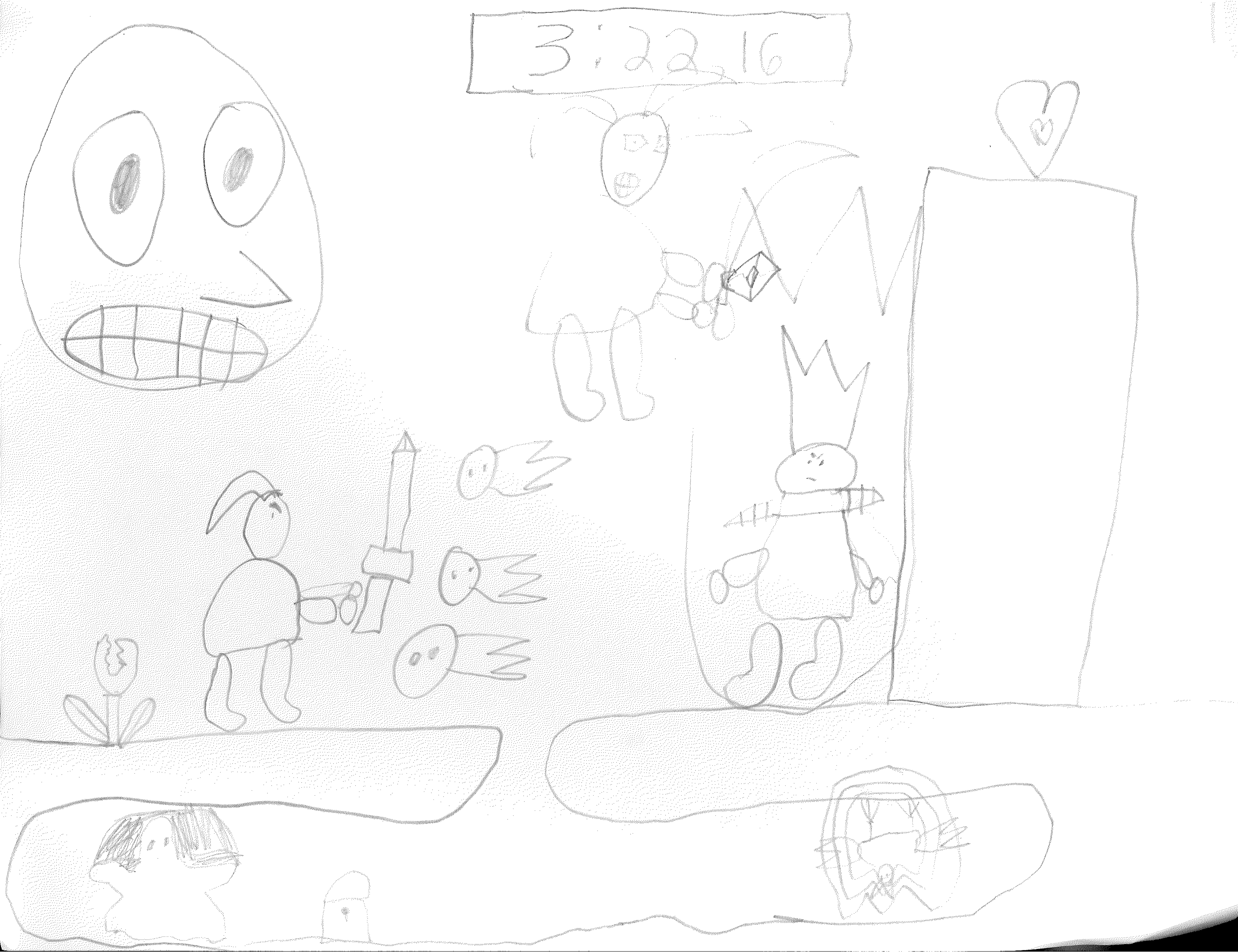
Fred: A Teradactle just hit my plane. I jumped out and now i'm stuck in a tree while my plane is burning on the forest floor.

GE Capital

3.

Peter J. Lanza
(203) 357-3684
8*228-3684

Stay tuned in
for Jaurasic Park part 2


3:22 16

Link: One Minute left!
Goht: You may have beaten the
[illegible] but you will be
crushed by the moon!
Gohan: Everyone out!
Link: ....!
Gohan: Grab the Ocarina.
Link: It's stuck!
Gohan: Let me try.....kama......me...
ha...HA!
Link: you almost blew the box
up!

5

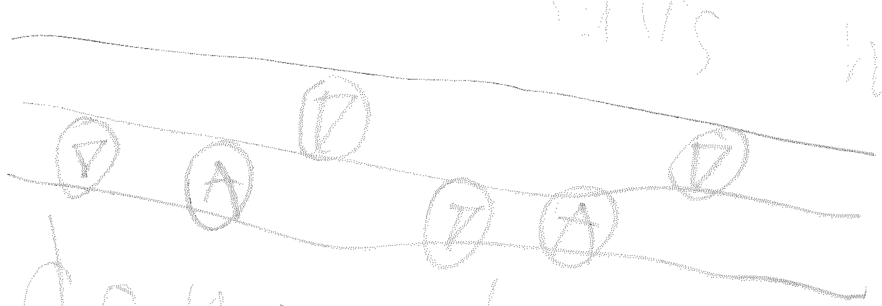
Gohan: There's only 15 seconds left!

Link:

Skull kid: come here u imps!

Gohan: He's on top of the clock tower! Lets get him or dead!

Link: If this is what you want.



OK I slowed down time.

Gohan: Hold onto me and I'll fly us up there!

Link: OK.

Link: AAAAA! this is my first time flying on a person.

Skull kid: You're to late!

Skull kid: AHHHHHAHHHH AHHH!

Tael: S[illegible]

Tatl: Tael!

Th[illegible]

Swamp, Mountain

Ocean, Canyon, the four that
are there! bring them here!

Skull kid: (cut) Be quiet!

Tatl: You hit Tael and you
still expect us to be frient

Link: OK! THATS ALL FOR
TODAY!

Gohon: Why?

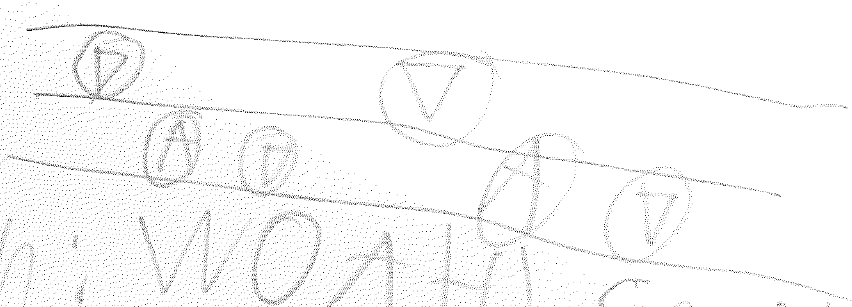
L K uch WE Have 5 9

sec [illegible]

milasecond [illegible]

Tatl: Bye [illegible]

Link:



Gohan: WOAH! So that's how time traveling looks!

Link: And I [illegible]

when [illegible] was [illegible]

Gohan: Hi!

Link: [illegible]

YOU FLY [illegible] used

10

Go [illegible] in 10000 seconds [illegible]

[illegible] that [illegible] then [illegible]

the roar that are there

OH YA I forgot that he

skips the important

Gohan: To bad I beat OL [illegible]

[illegible] e future

Link: UH-OH!

Tatl: Uh-oh [illegible]

Link: I [illegible]

15

allowance that was in my pocket.

Gohan [illegible] you could [illegible]

[illegible]

Tri Acal [illegible] slow space.

he [illegible] were [illegible]

you [illegible] purple [illegible]

[illegible] to [illegible]

L [illegible] I thought [illegible]

a [illegible]

L [illegible]

W [illegible]

[illegible] Matter

Stop [illegible]

Link: T[illegible] you

[illegible]

Tatl: Her bagger than [illegible]

Link: So why did you pick on [illegible]

[illegible] I [illegible]

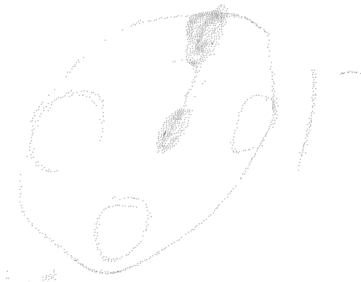
Tatl: You [illegible]

Link: The [illegible] Taty the

badie.

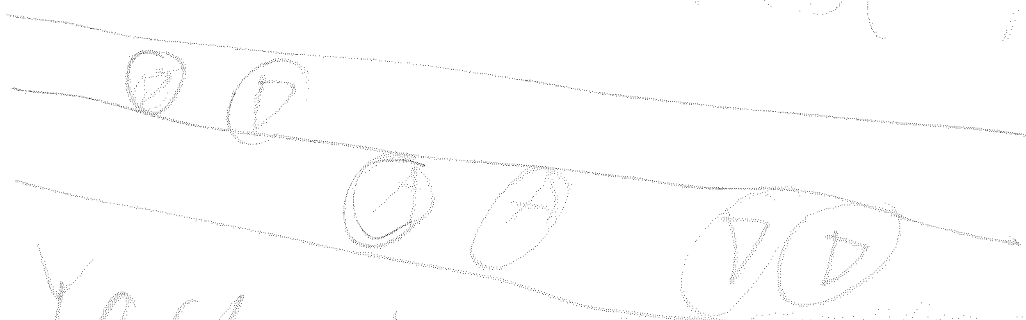
Link: [illegible] stop [illegible]

SORNY!

Wait! no [illegible]
have to [illegible]  oR
Go [illegible]
Like the [illegible]
Gohan! It flying!
will be quick.

T1: Lets go on the furtavie 13

[illegible]



You have to play it five times too.

Five times later

2

Link: We aint going to like it.

Gohon: We can go back in time with your ocarina...

Link: ye

Gohon: ...

Link: They ... and its in a treasure chest.

Gohon: then lets find it before were groundbeef.

Link: Actaly its hamberg

Gohon: I dont care! Odolwa is tuffer then starving.

Link: Bu

Gohon: It's almost time for the carvand of time!

Link: You mean destiny of time?

Gohon: YAA!

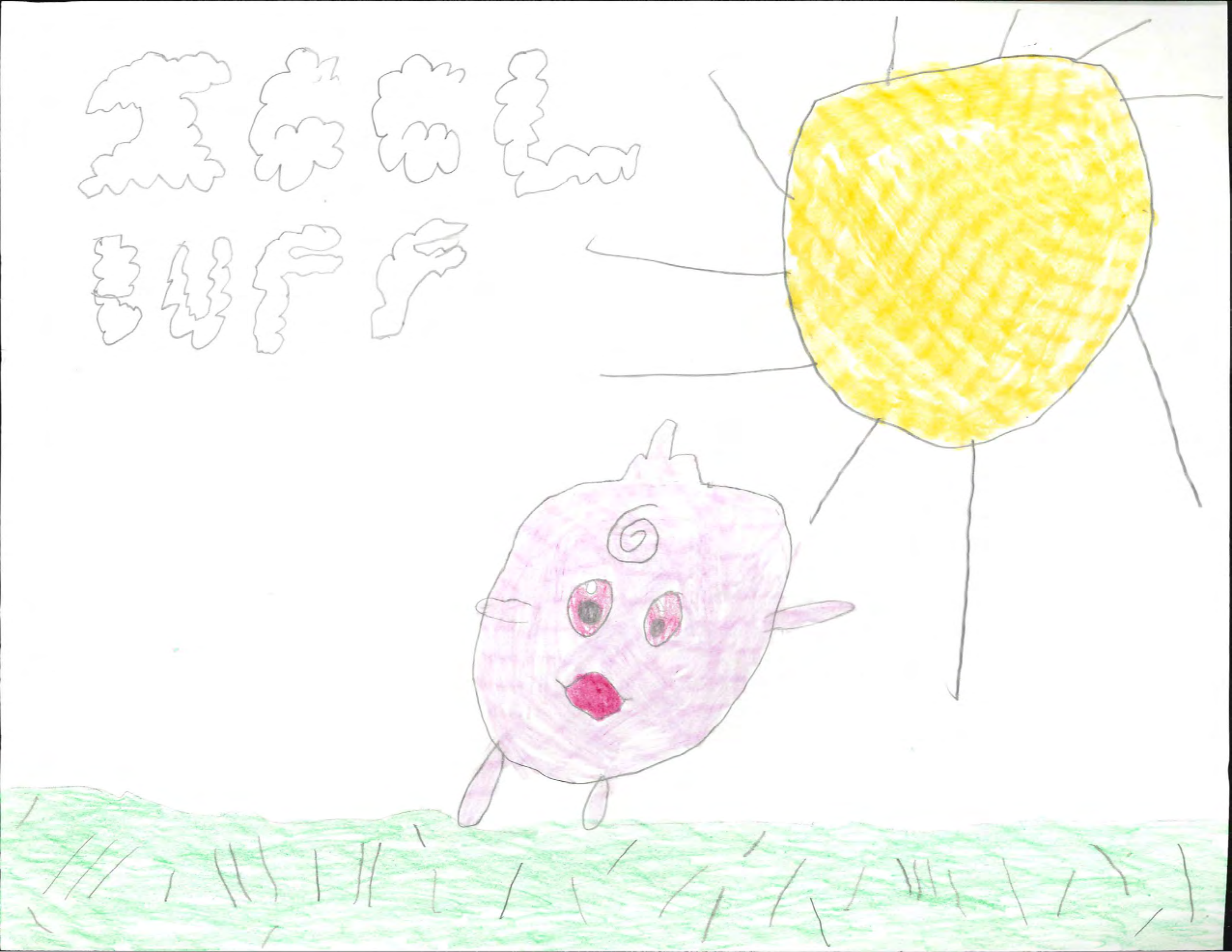
Link: Is that meaning yes!

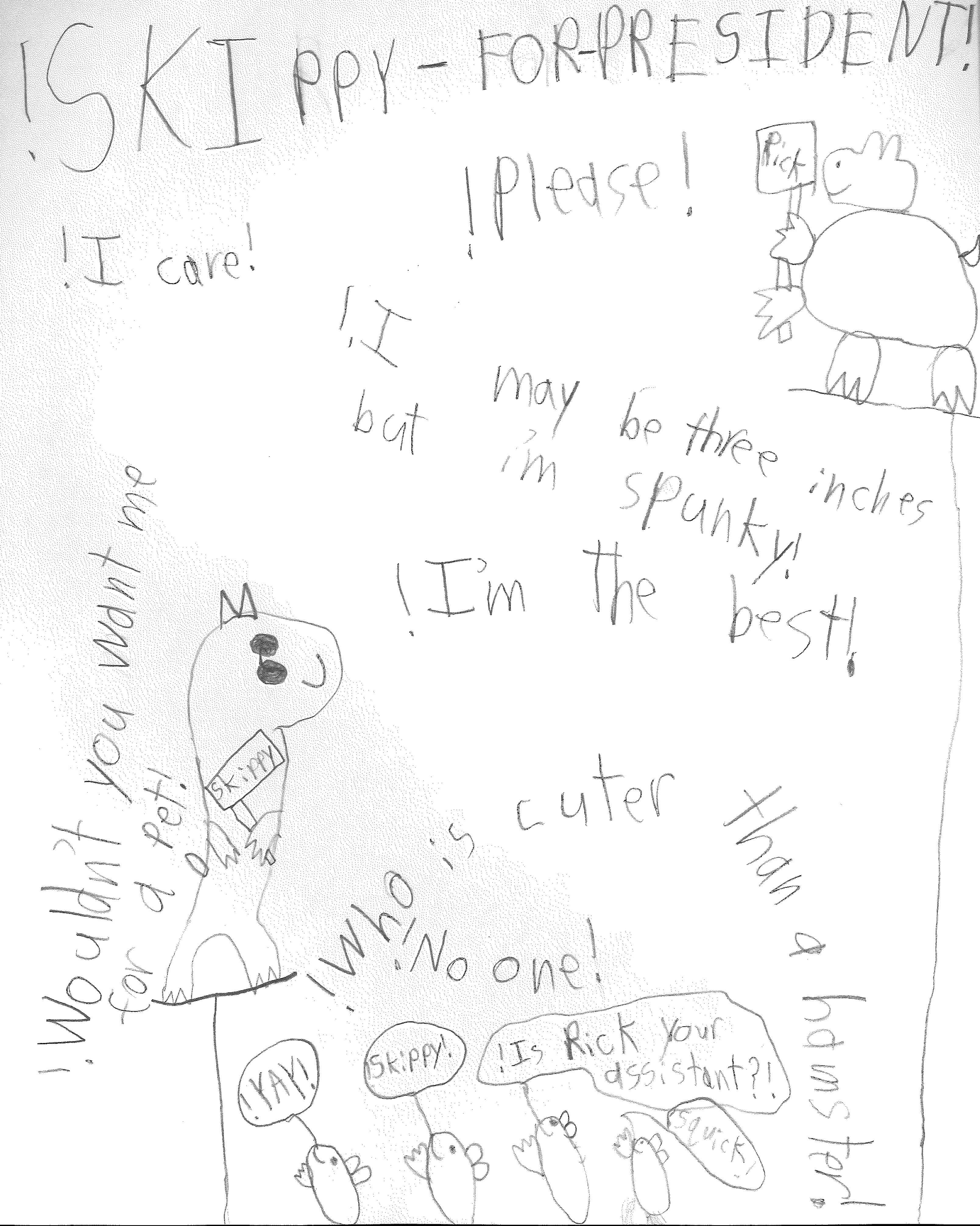
Gohon: NO! I beat Odolwa.

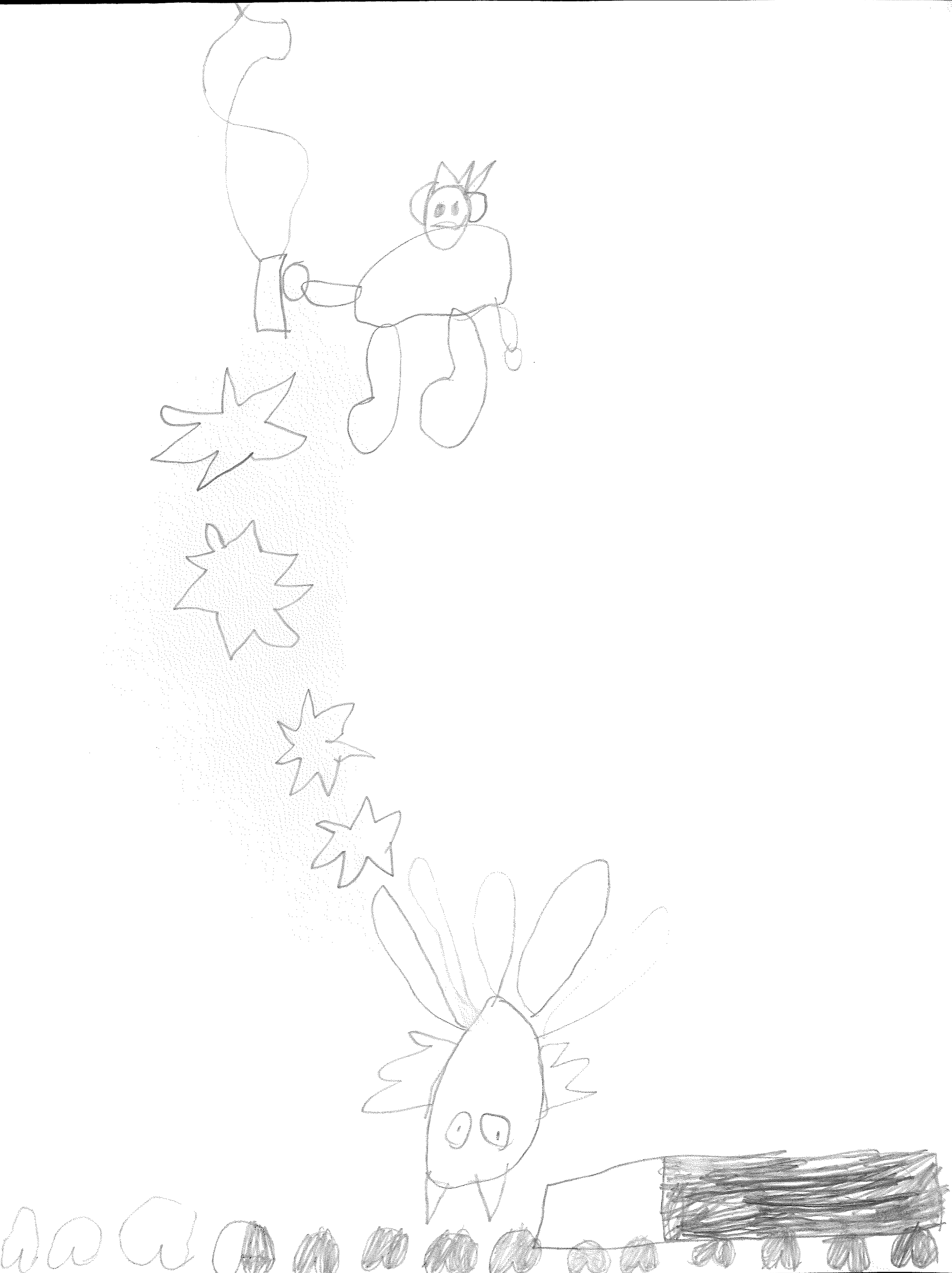
odolwa: Soon everyone will be tall.

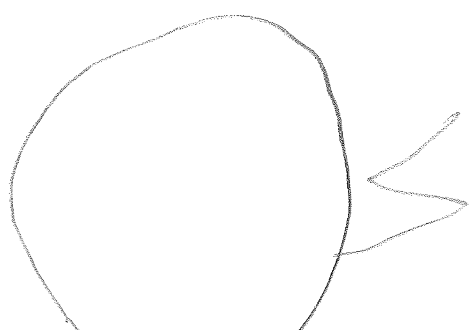
Gohon: Go away or else I'll kamm and ya.

Odolwa: OK! leaving... leaving.


Iggl
buff


!SKIppy - FOR-PRESIDENT!
!Please!
Rick
!I care!
!I may be three inches but i'm spunky!
!I'm the best!
Wouldn't you want me for a pet!
Skippy
Who is cuter than a hamster!
!No one!
!YAY!
Skippy!
!Is Rick your assistant?!
Squick!

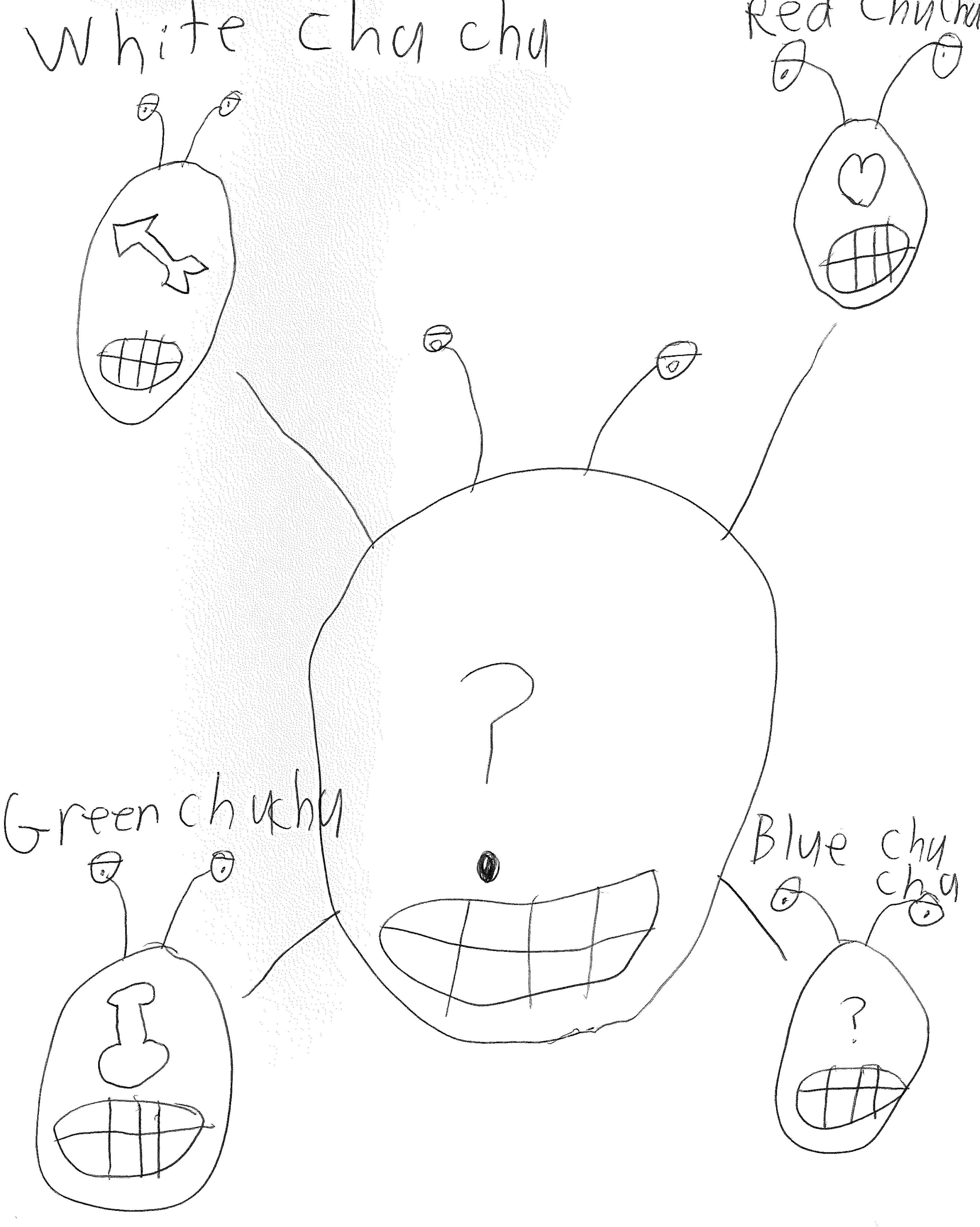




MP-985,22,96 71 2561
HP-9999,987,654,321
Atack-29,276,956,292,5
Defence-99,999,999,9999
Spl-defence-265,99,2561
Spl-Atack-98,765,432,105

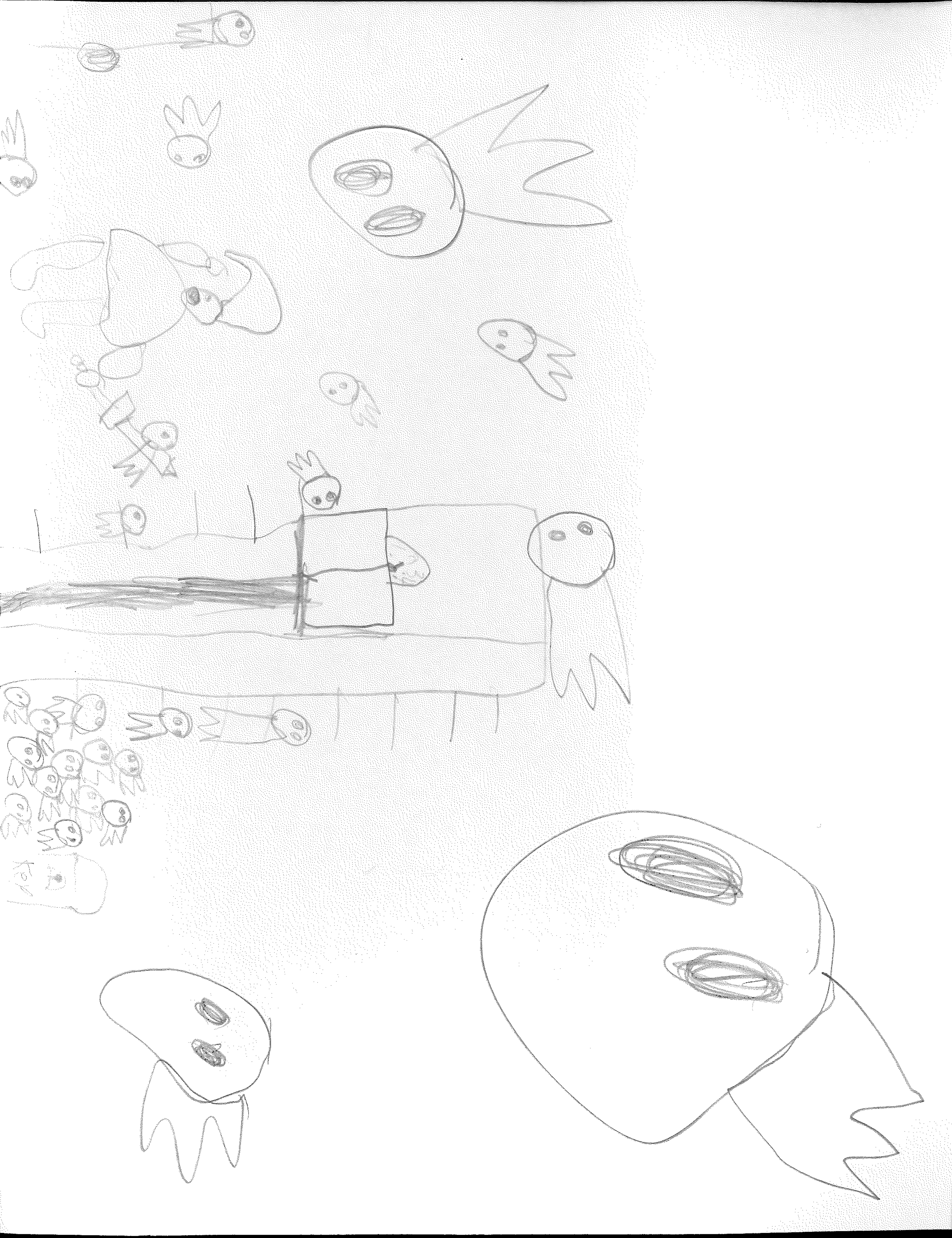
Atacks:	Special beam canon	
crunch	Slash	Head slam
Tail spike	Sticky kick	Spike kick
tail crunch	soulder slash	body slam

MAJORA


White cha cha
Red Chu Chu
Green chuchu
Blue chu cha

MAJORA'S WRATH

Eneo
Dragonfly
Bombshu
Skullfish
Dodongo
Stalechild

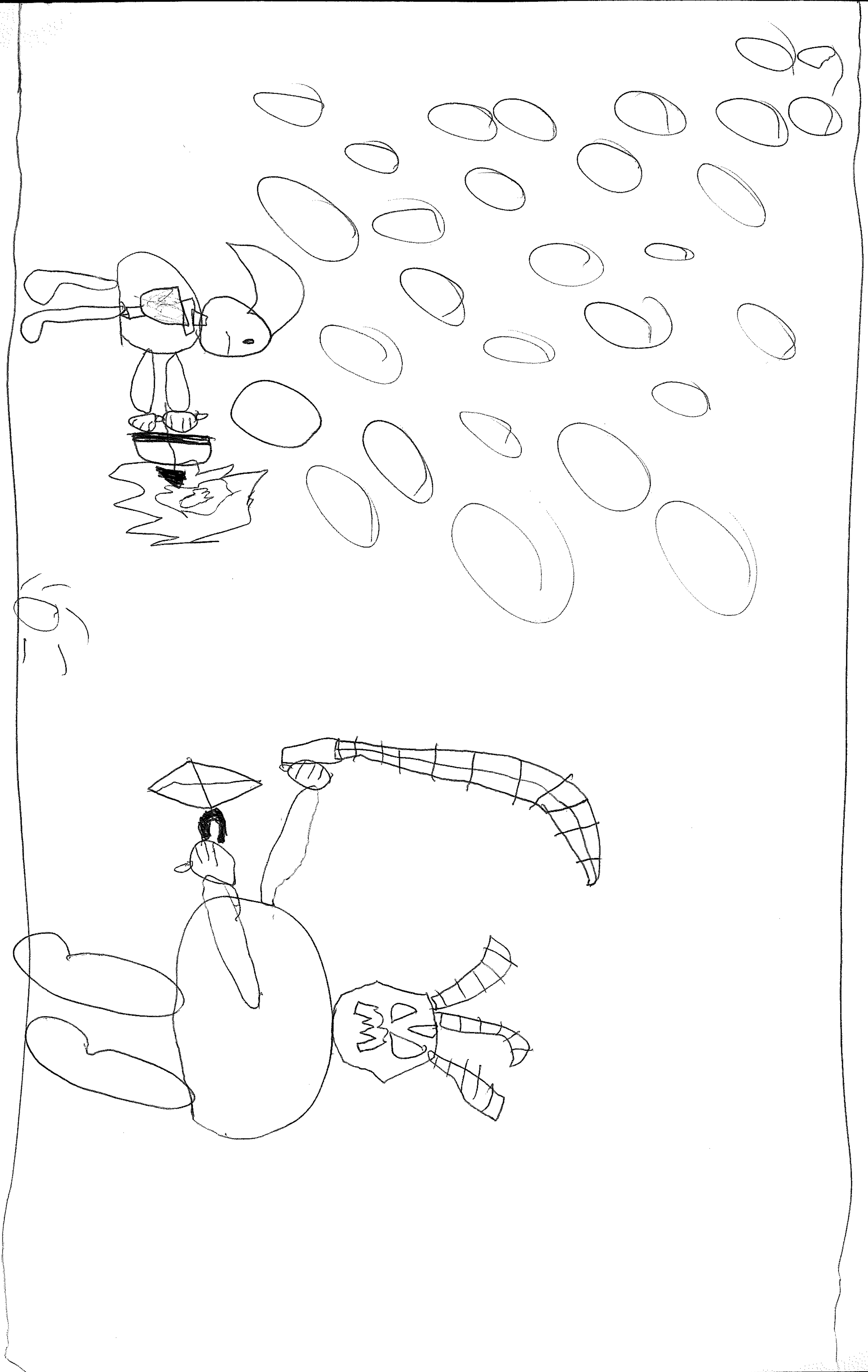


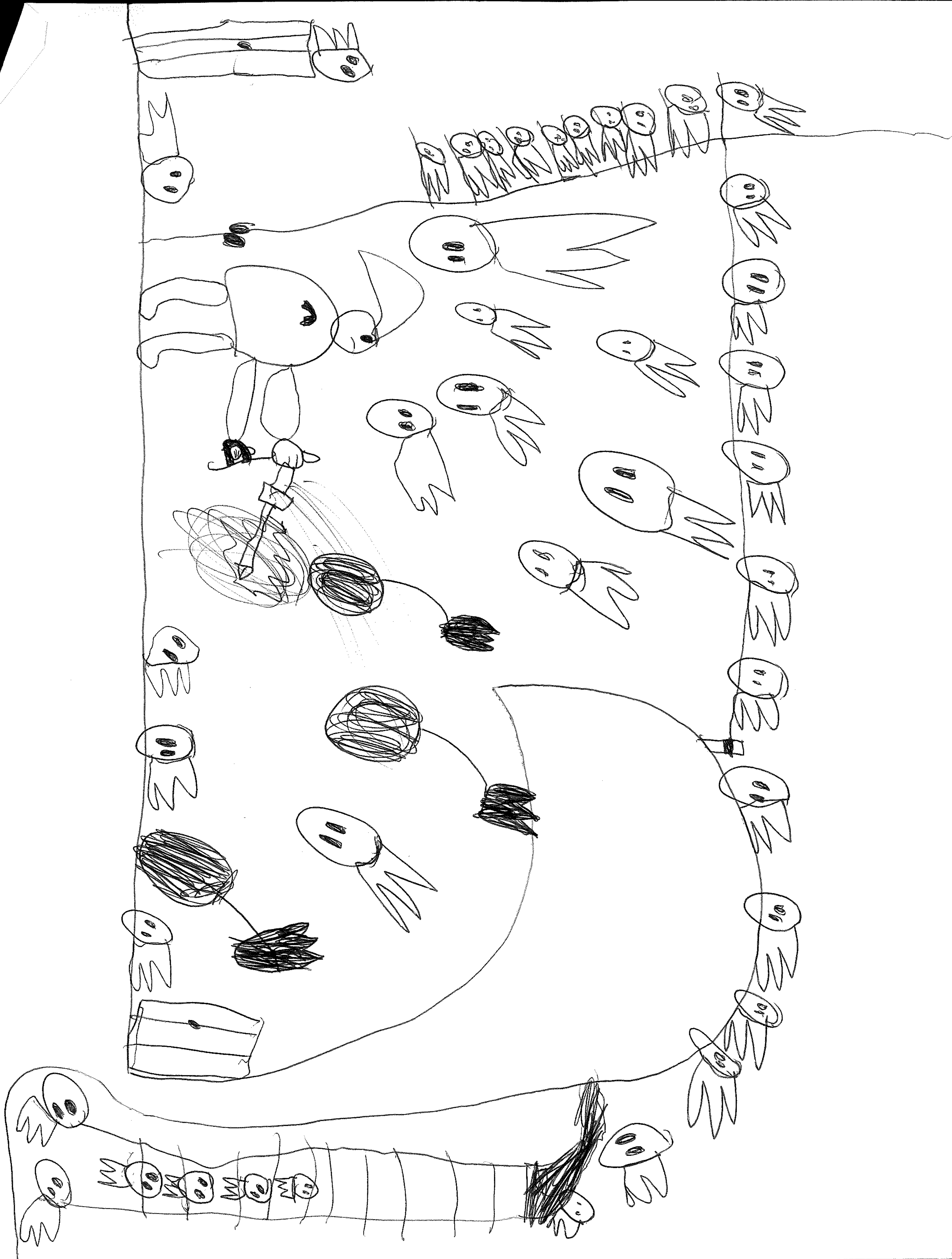
Names

Tingle | Kafei | Skull Kid
Shooting gallery man | Garo | Tatl
Bank man | Angu | Great fairy
Jim | Goro | Stray fairy
2 | Kamaro | GYORG
3 | Monkey | Bevers
4 | Deku King | unknown soldier
5 | Lulu | Pampes
Sakon | Deku princes | TWINMOLD
courosity man | Moon | MAJORA
Scarecrow | owl
Sordsman | Epona
postman | Dogs
sticky fingers ??? | cows
entertaners | ODOLWA
Mayor | cukues
builders | chicks
 | Grog
 | GOHT

Names of people:

Ting

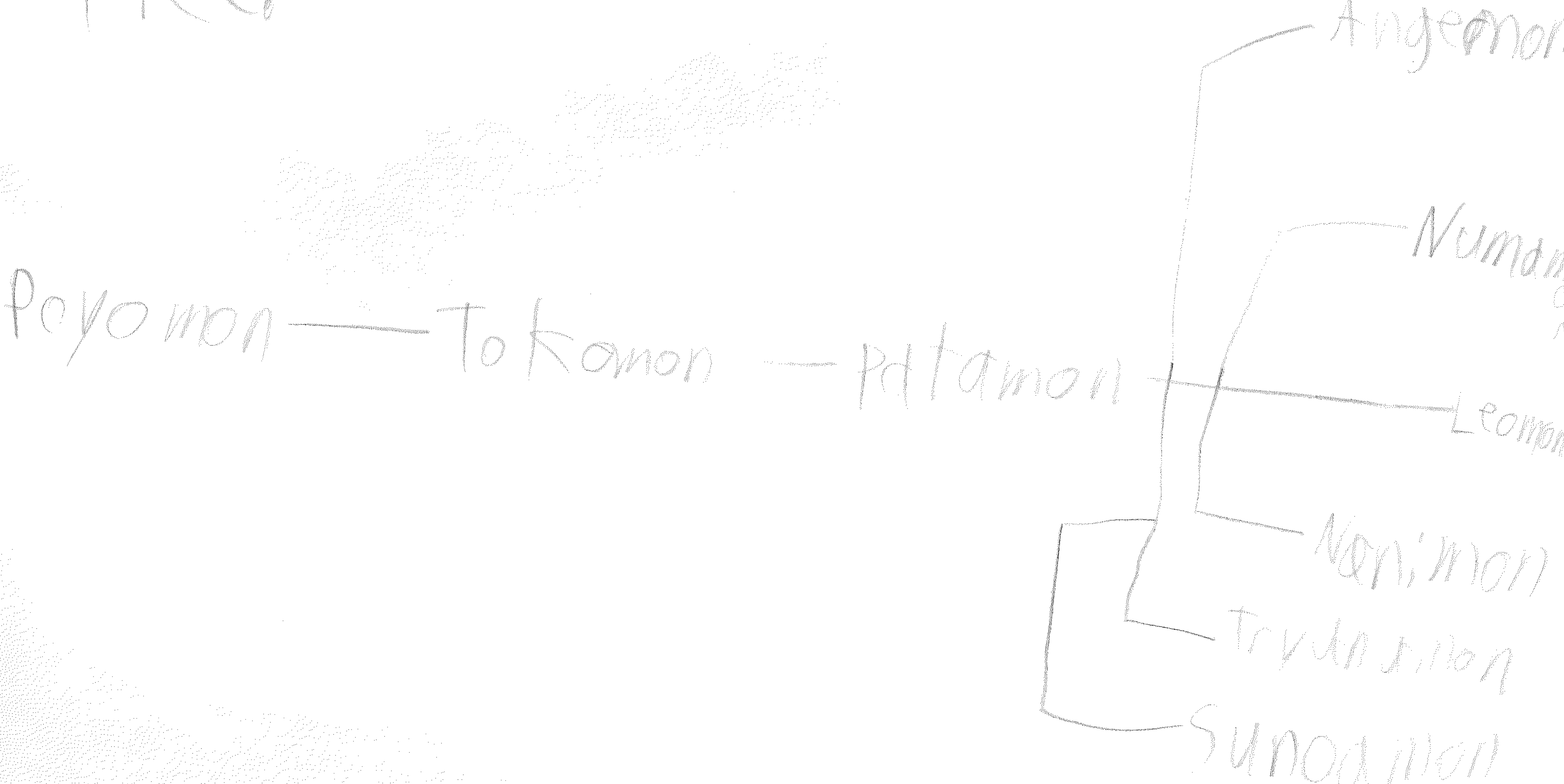




Begginers are

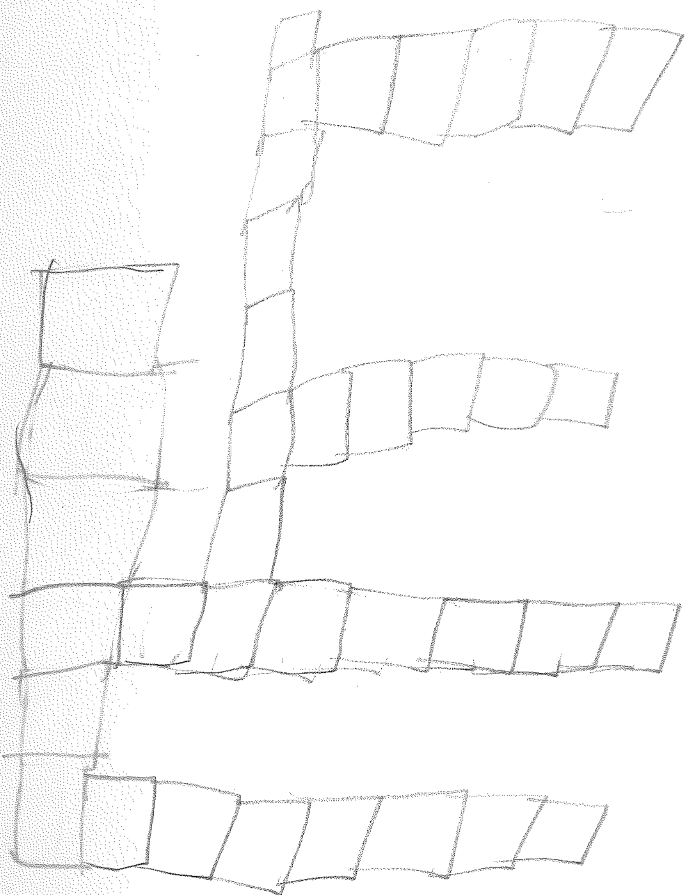
Gabumon, Augumon, Patamon, Palmom, Tentamon, Gomamon, Biyomon.

A little bit of its family tree.



Squall
Lillymon
Tri-Face
Articano
Iguion
Celebi

Final Fantasy 8, Pokémon, Digimon! Cross word PUZZLE!

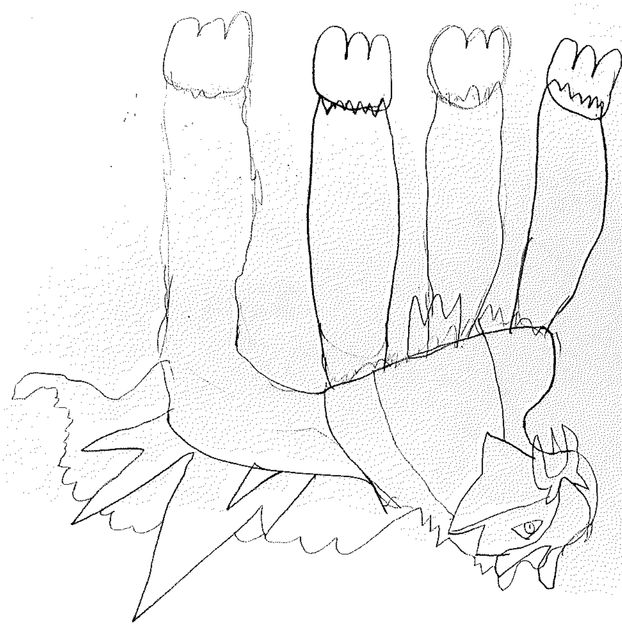


Entei

No. 244

Fire

First find a dog. Then when you see it DO NOT KILL IT! Run away. Then catch a Scyther from the bug catching contest in National park held on tuesday, thursday, and saturday. (Scythers are 4 percent of seeing out of 100 percent.) Then train it to about Level. 35. use a lot of carboses and Protien's. Then catch a Gastly and train it until it has sleep. Then use a lot of protien's on it.



Entei!

Entei   No. 244

Fire

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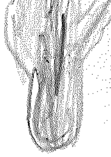
Entei

Fire

No. 244 

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Entei

Entei

No. 244

Fire

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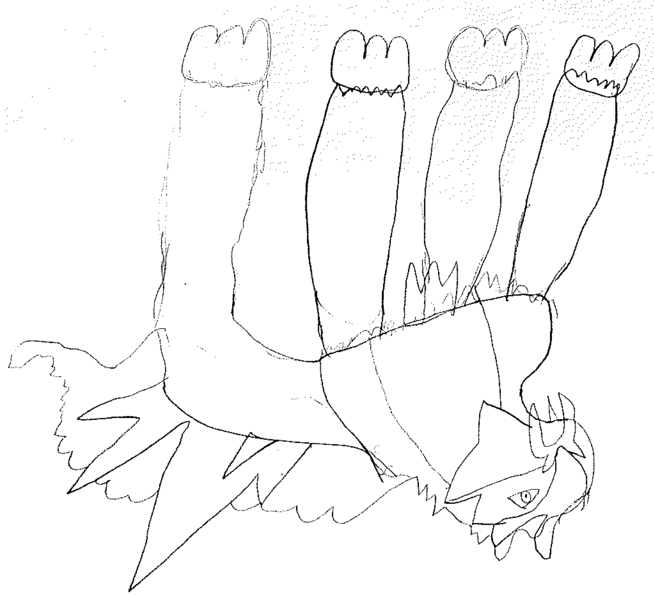
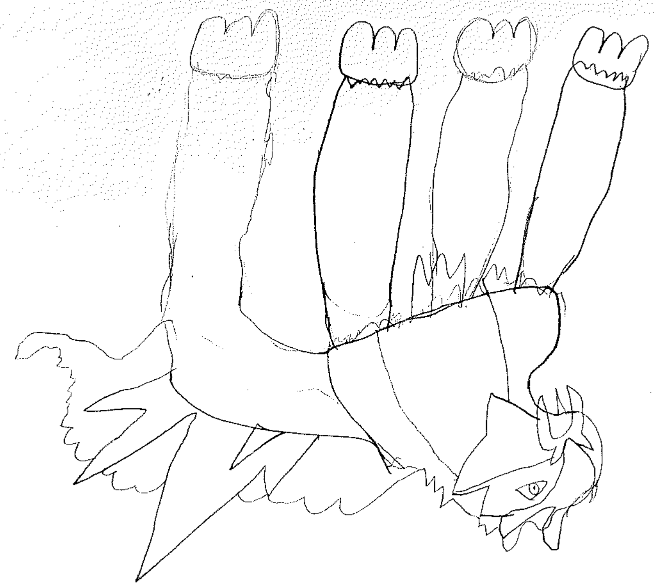
Then catch a Scyther from the bug catching contest in National park held on tuesday, thursday, and saturday. (Scythers are 4 percent of seeing out of 100 percent.) Then train it to about Level. 35. use a lot of carboses and protien's. Then catch a Gastly and train it until it has sleep. Then use a lot of protien's on it.



Entei



Entei

Entei No. 244

Fire

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Then catch a Scyther from the bug catching contest in National park held on tuesday, thursday, and saturday. CScythers are 4 percent of seeing out of 100 percent. Then train it to about Level. 35. use a lot of carboses and Protien's. Then catch a Gastly and train it until it has sleep. Then use a lot

Entei

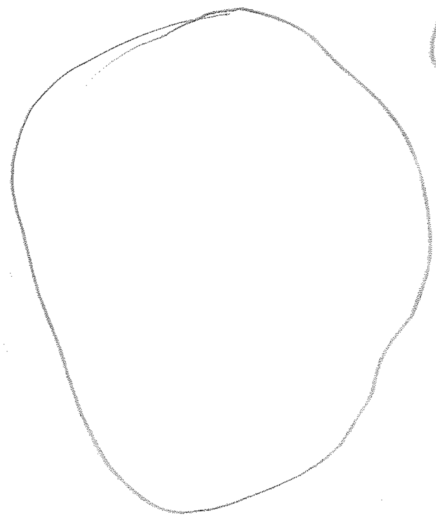
Entei

Fire

No. 244

First find a dog. Then when you see it DO NOT KILL IT! Run away. Then catch a Scyther from the bug catching contest in National park held on tuesday, thursday, and saturday. (Scythers are 4 percent of seeing out of 100 percent.) Then train it to about Level. 35. use a lot of carboses and protien's. Then catch a Gastly and train it until it has sleep. Then use a lot of protien's on it.

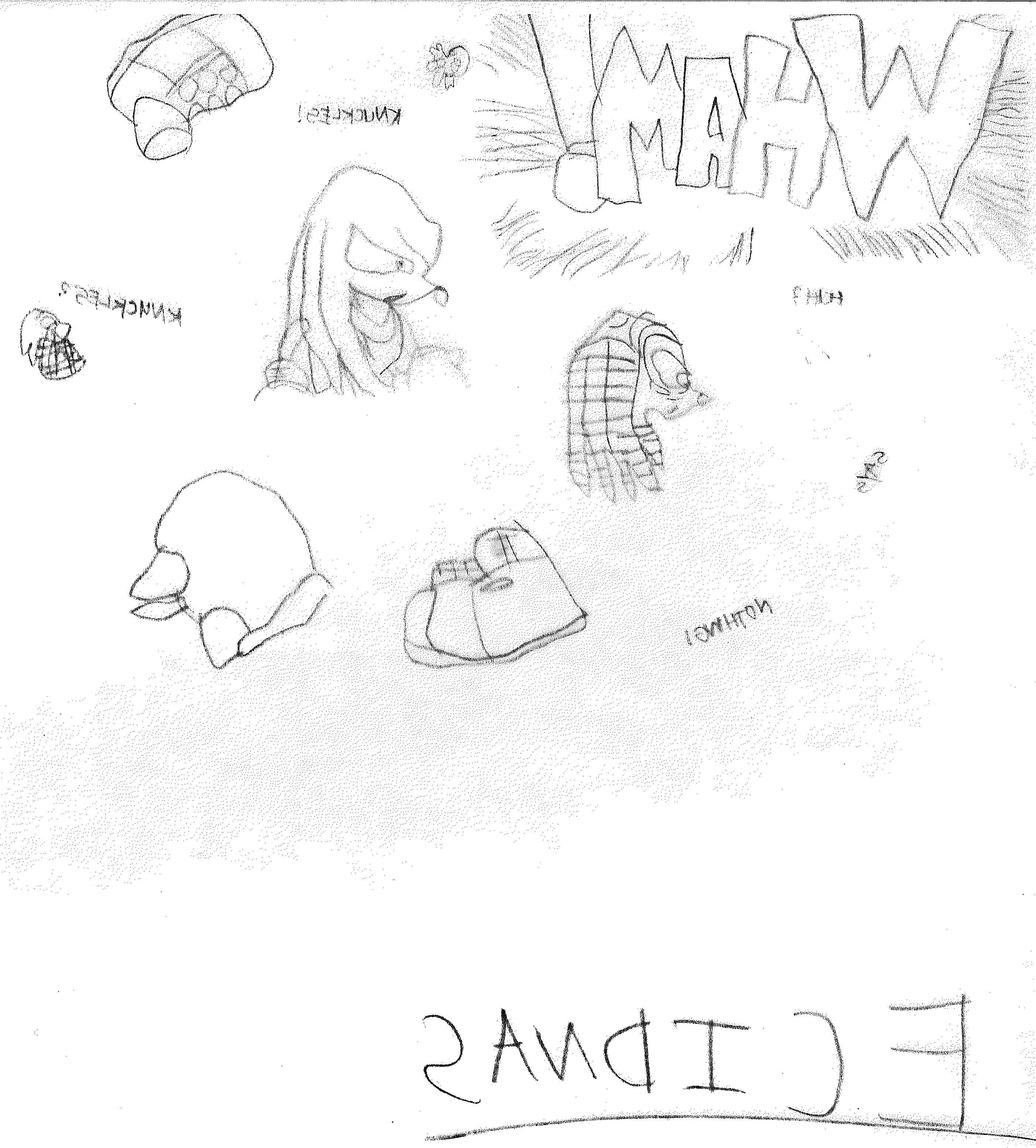
Glacier

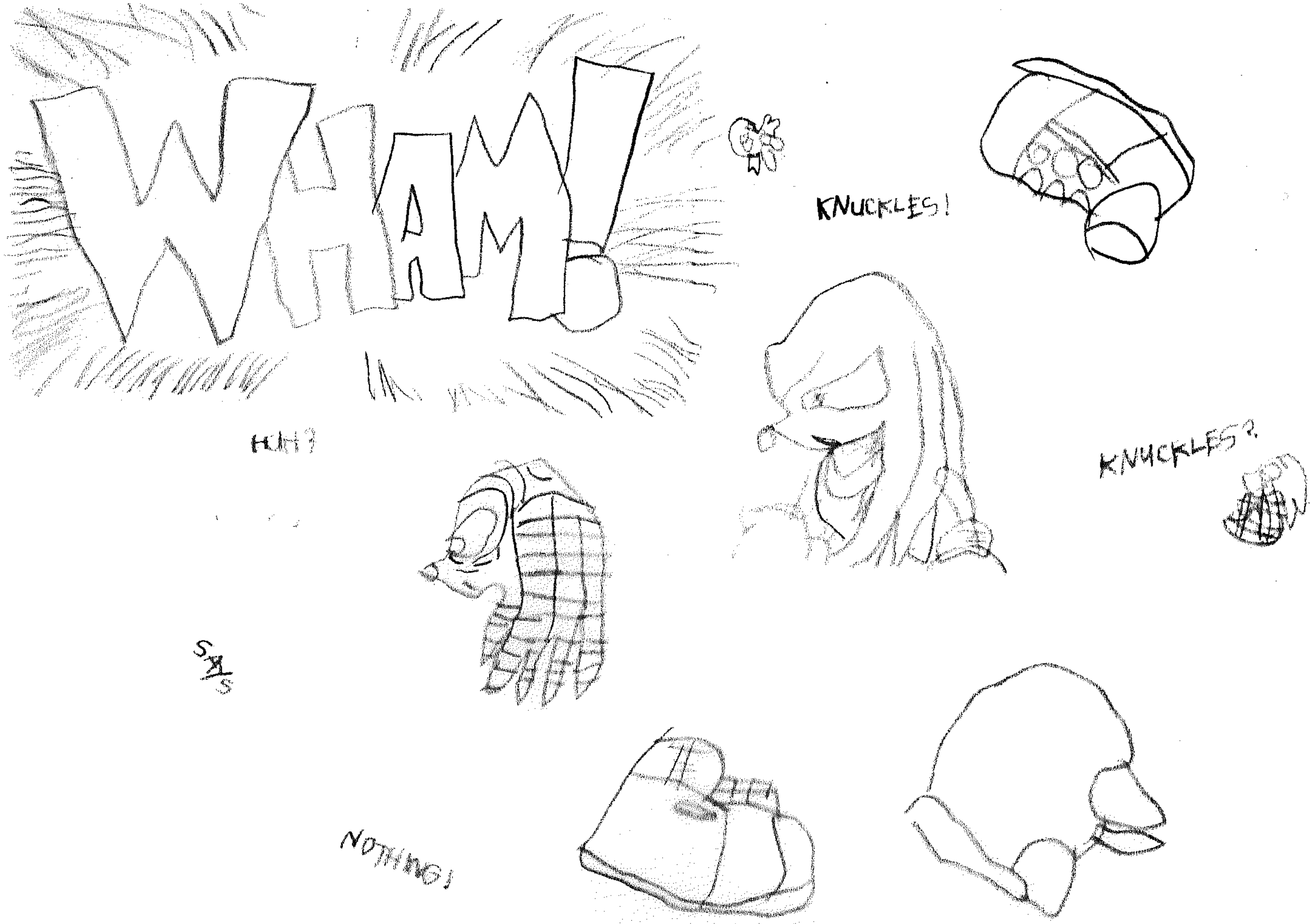


Hp 300
Mp 50,000

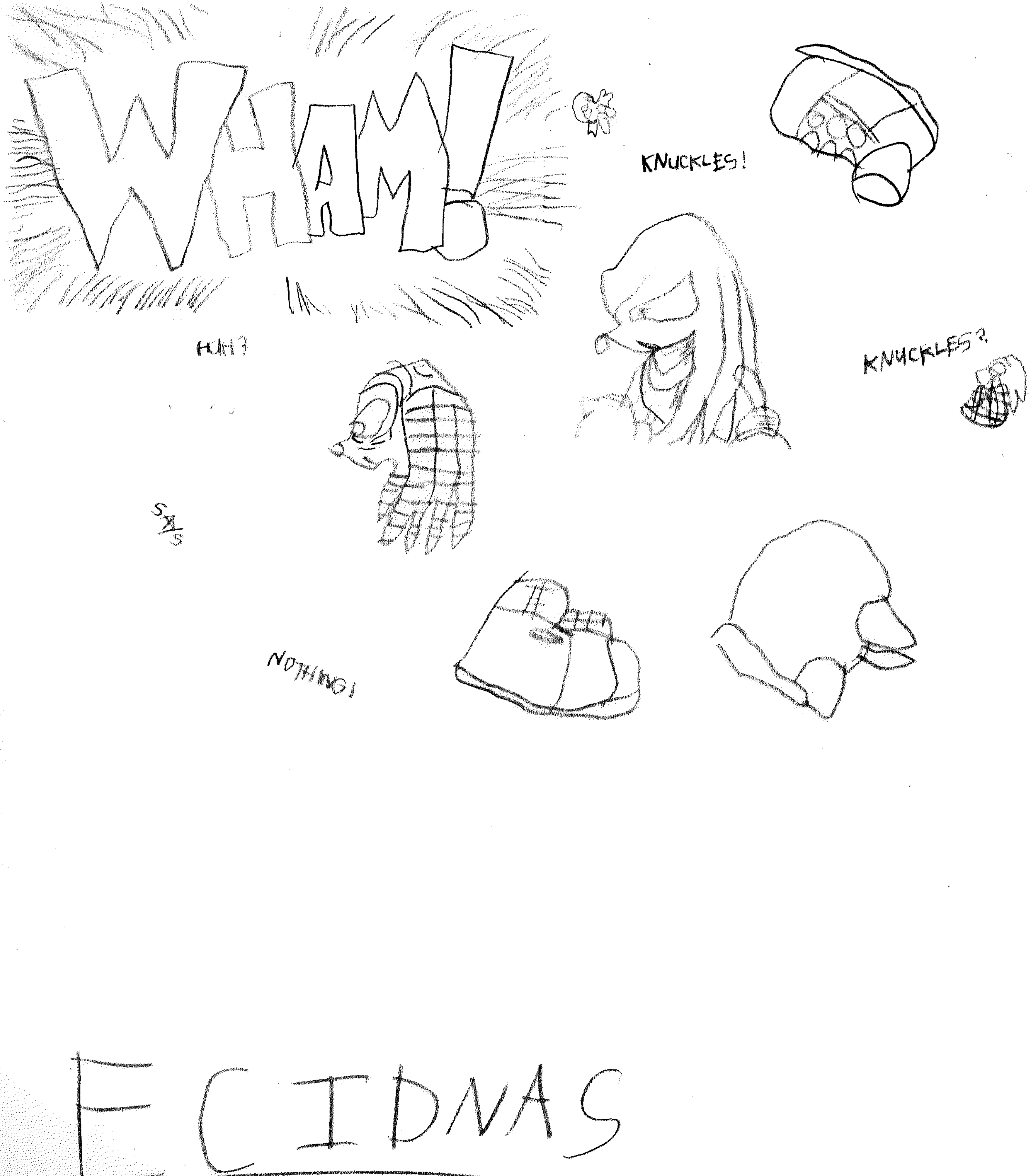
Attack 0
Deffence 100
Magic attack 23
Magic deffence 16
Speed 7

Attacks: Glacier, Blizzard, Blizzaga, Vapor UP, Icy waves.

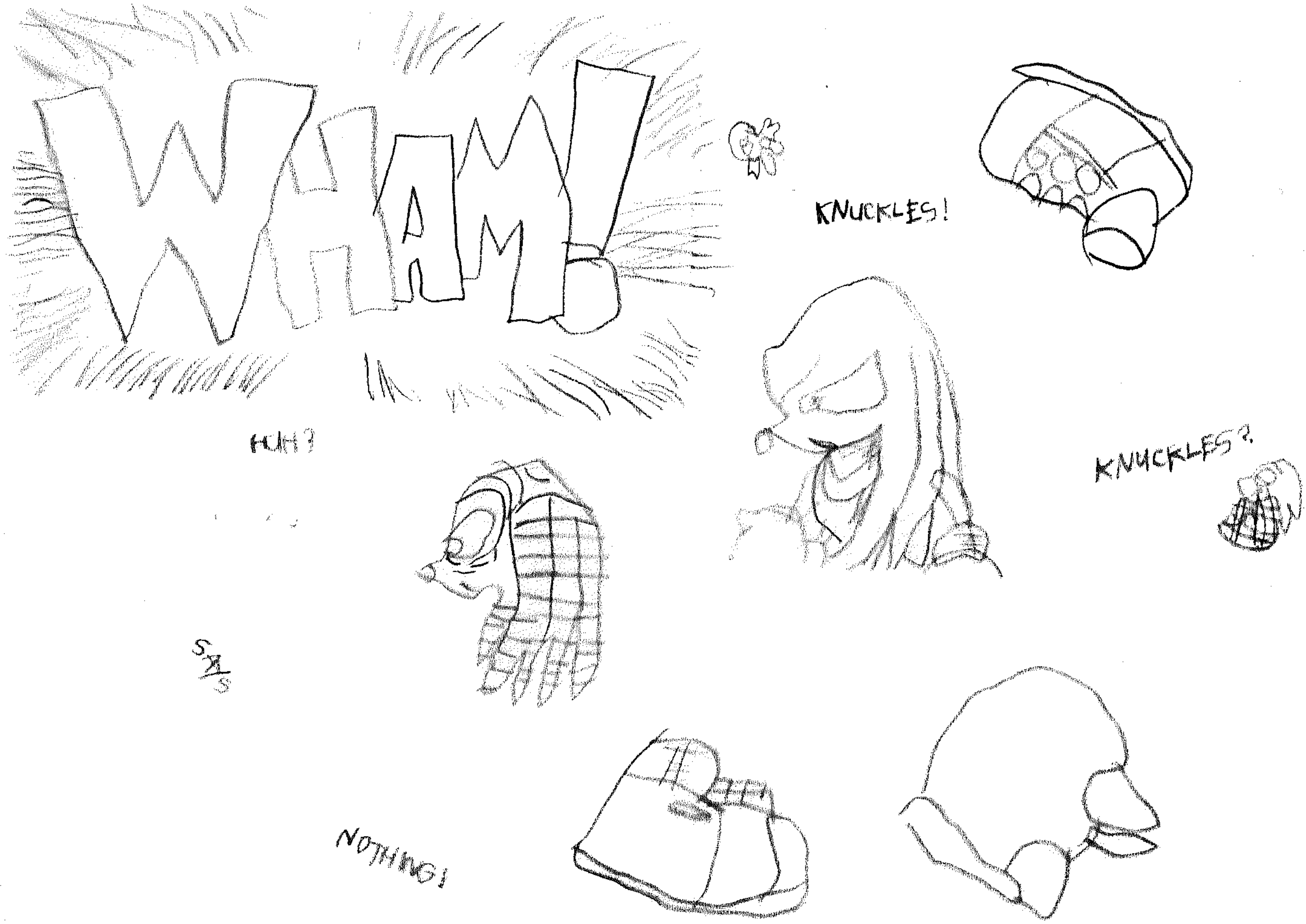




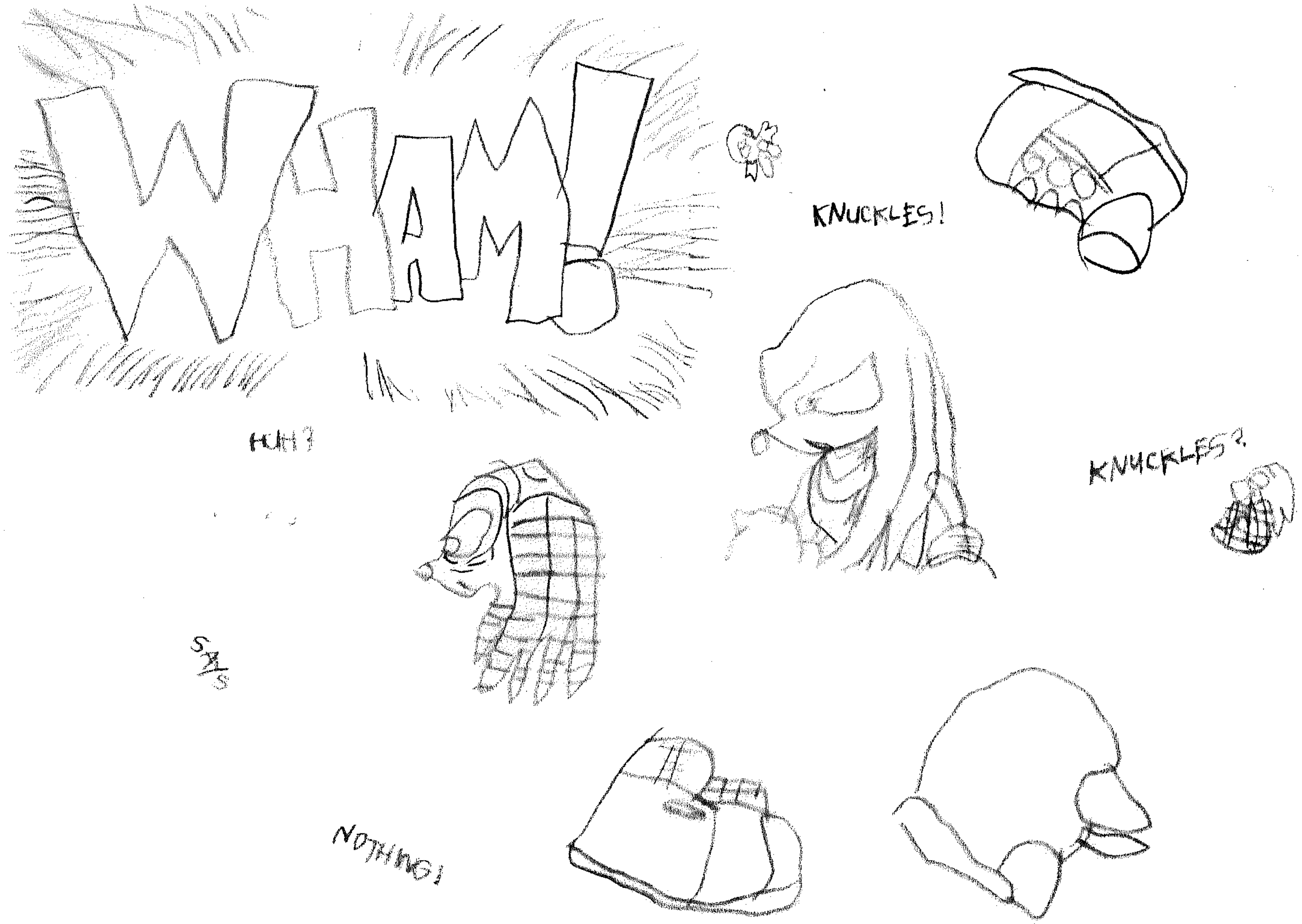
ECIDNAS



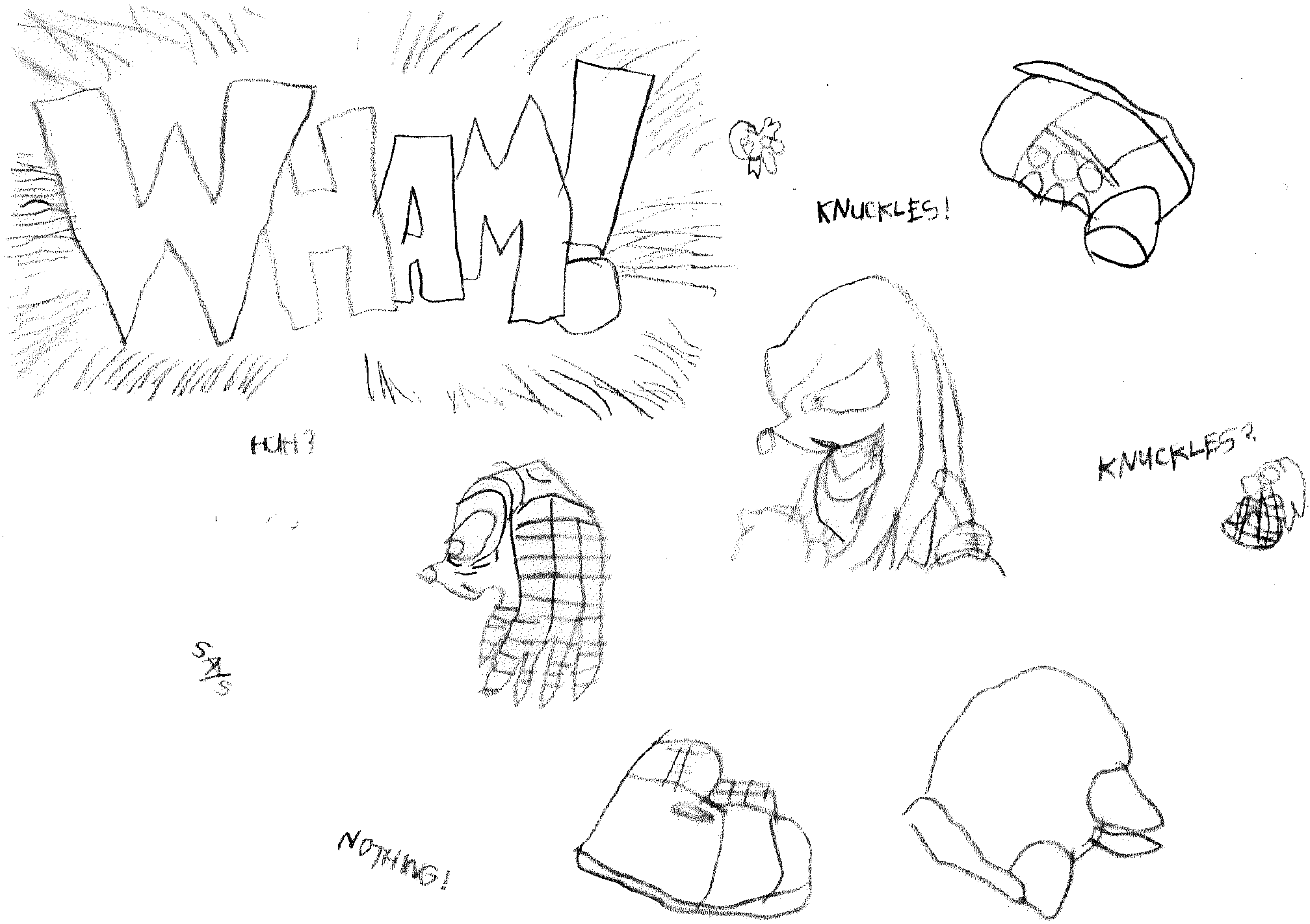
WHAM!
KNUCKLES!
HUH?
KNUCKLES?
SAYS
NOTHING!
ECIDNAS



ECIDNAS



ECIDNAS



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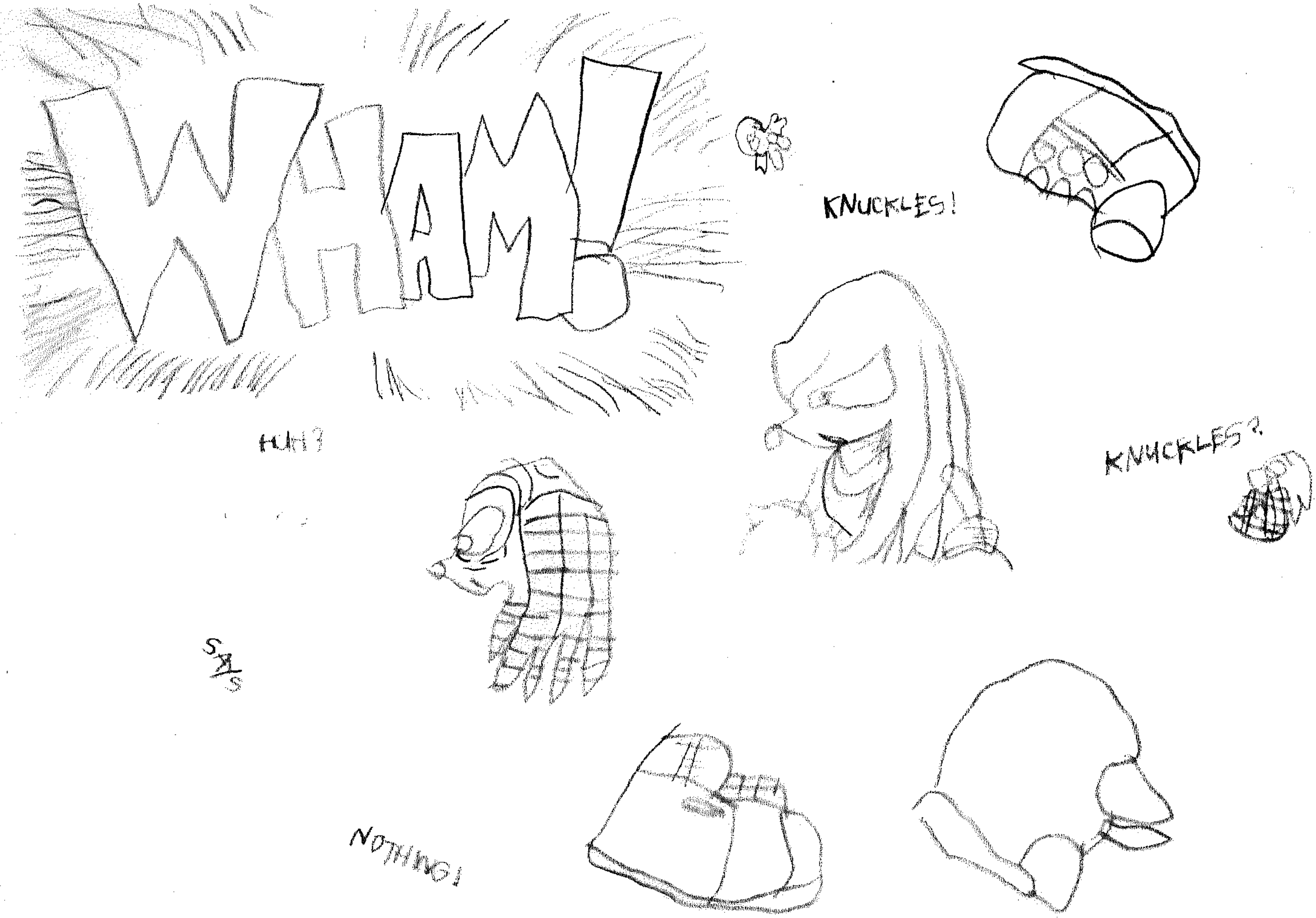

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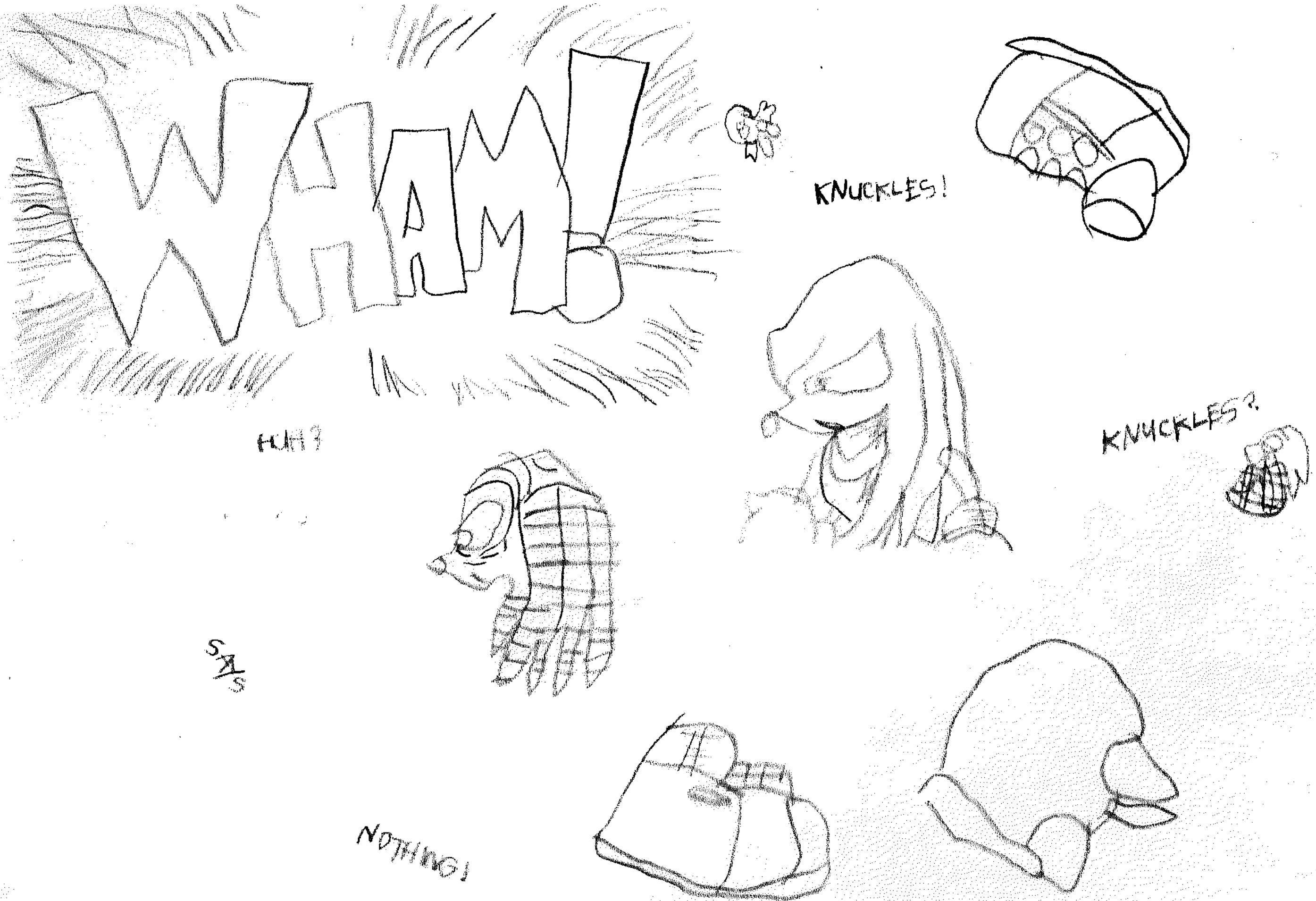

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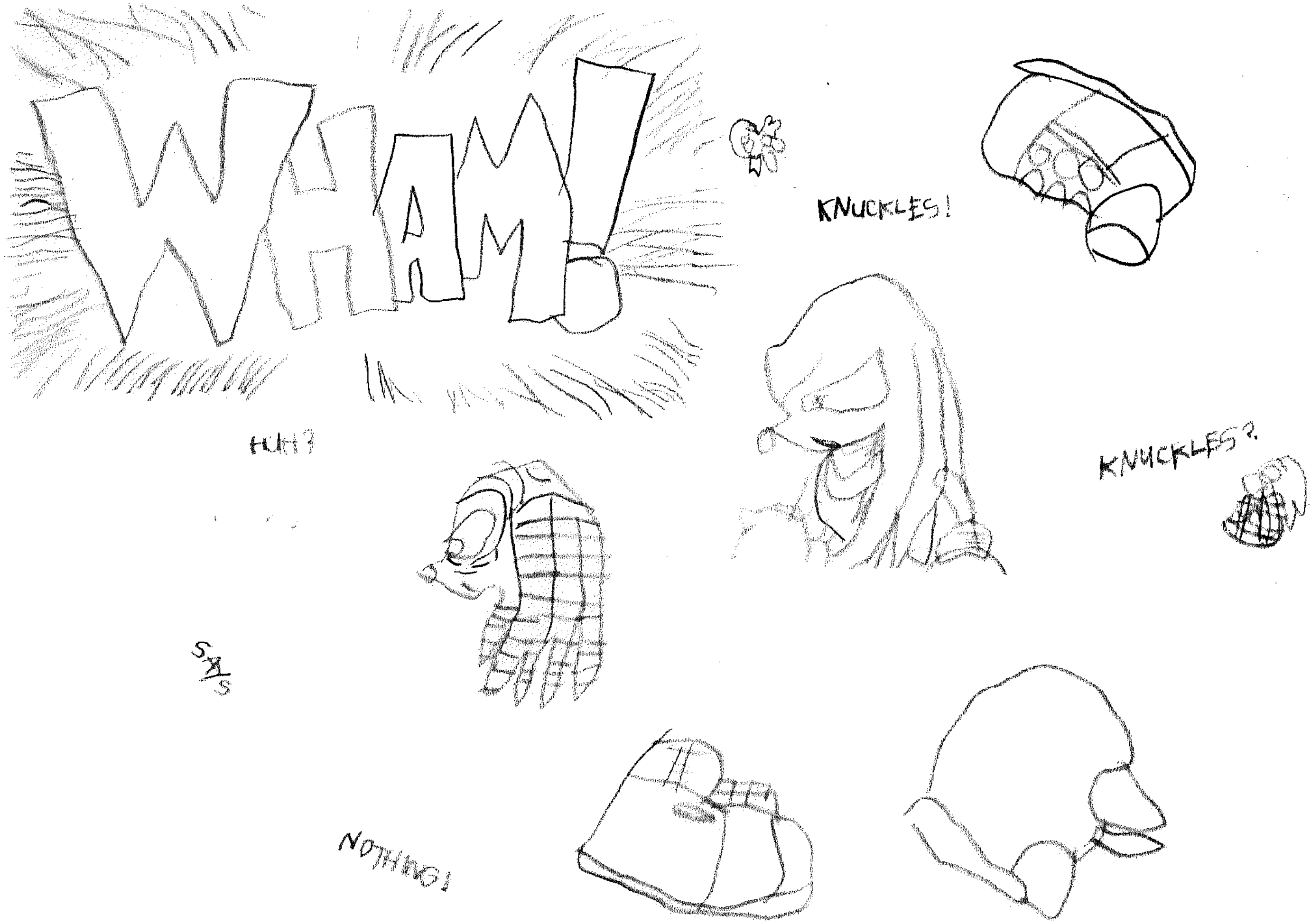

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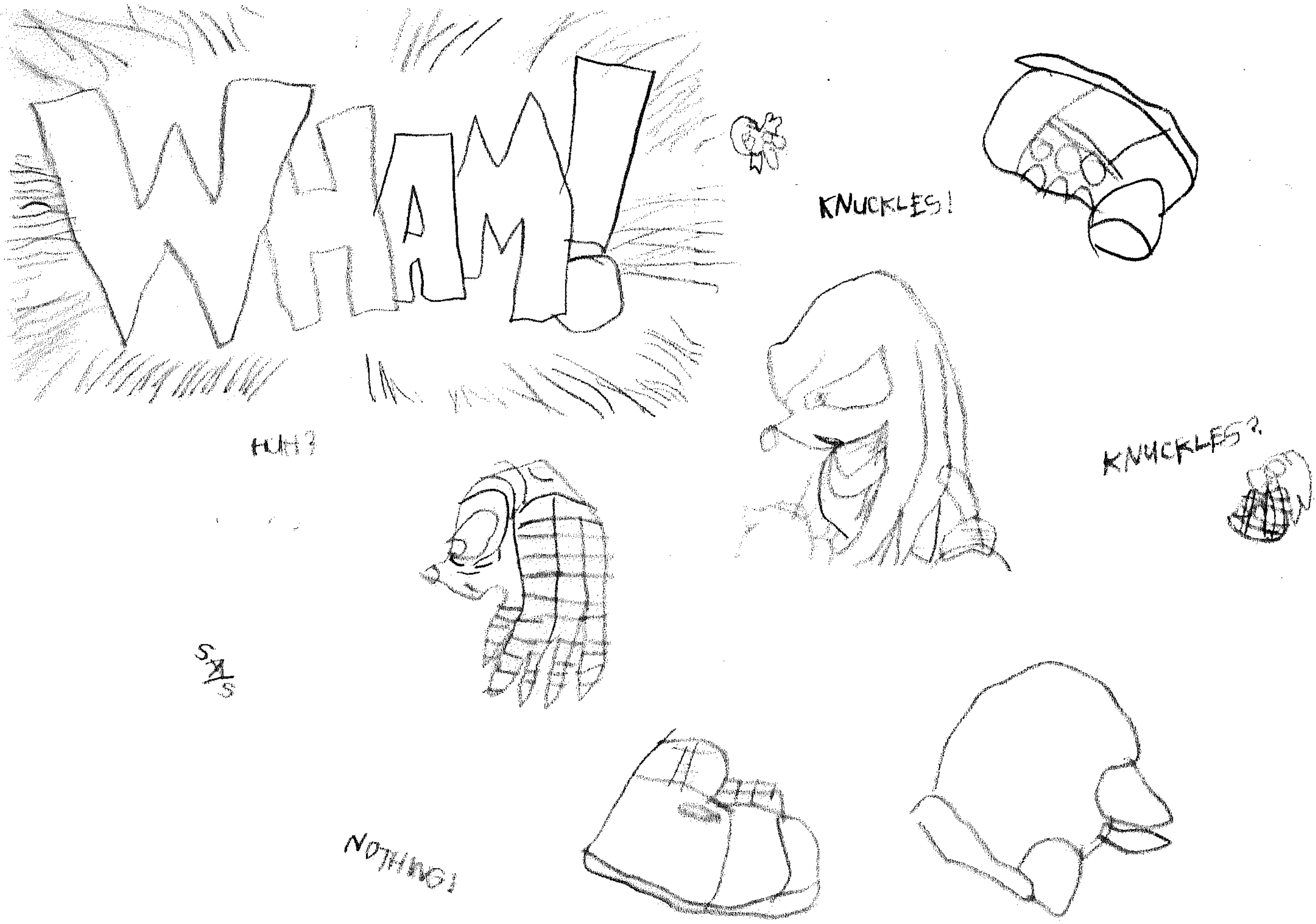

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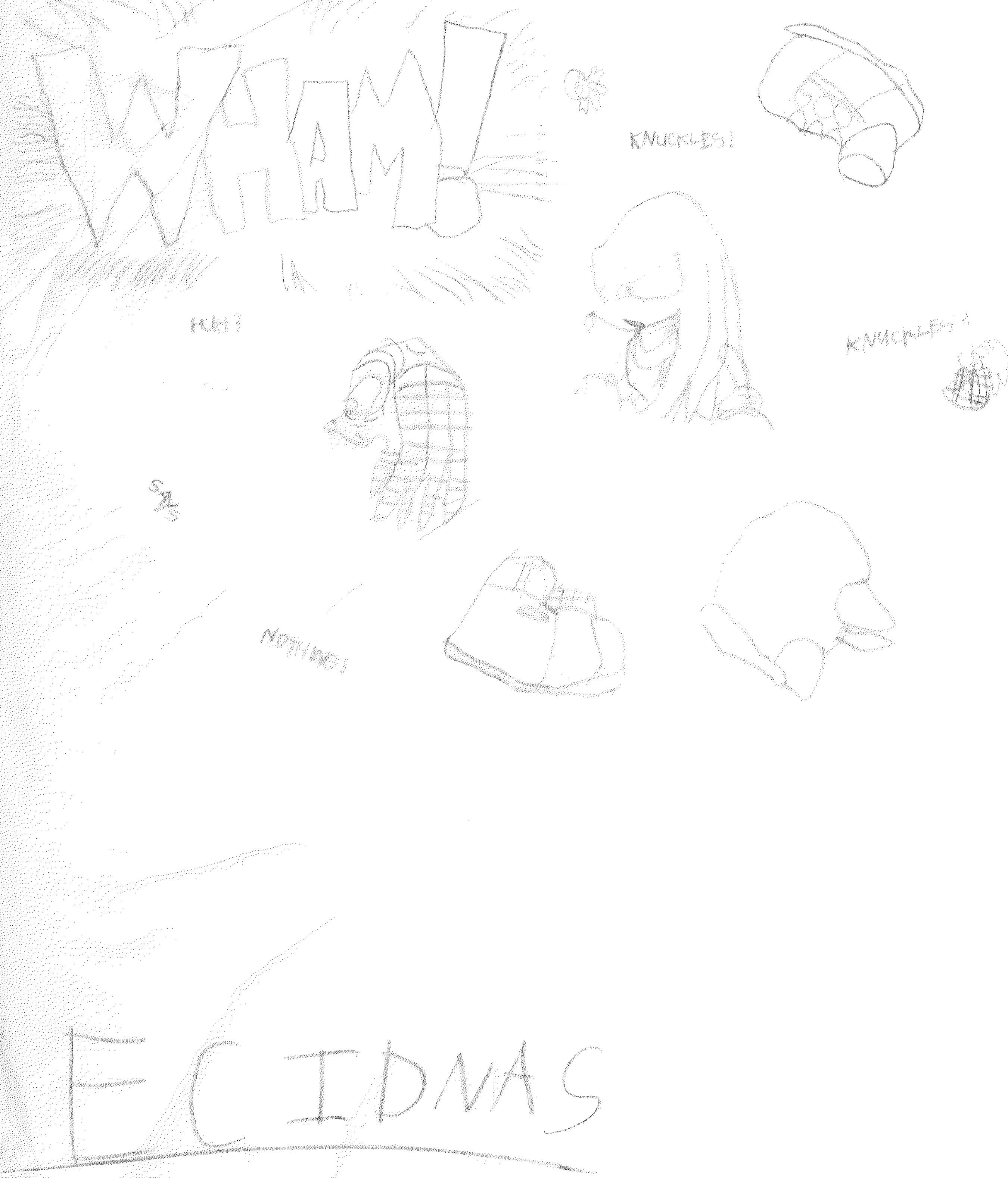
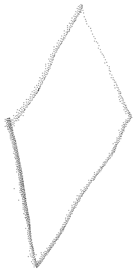
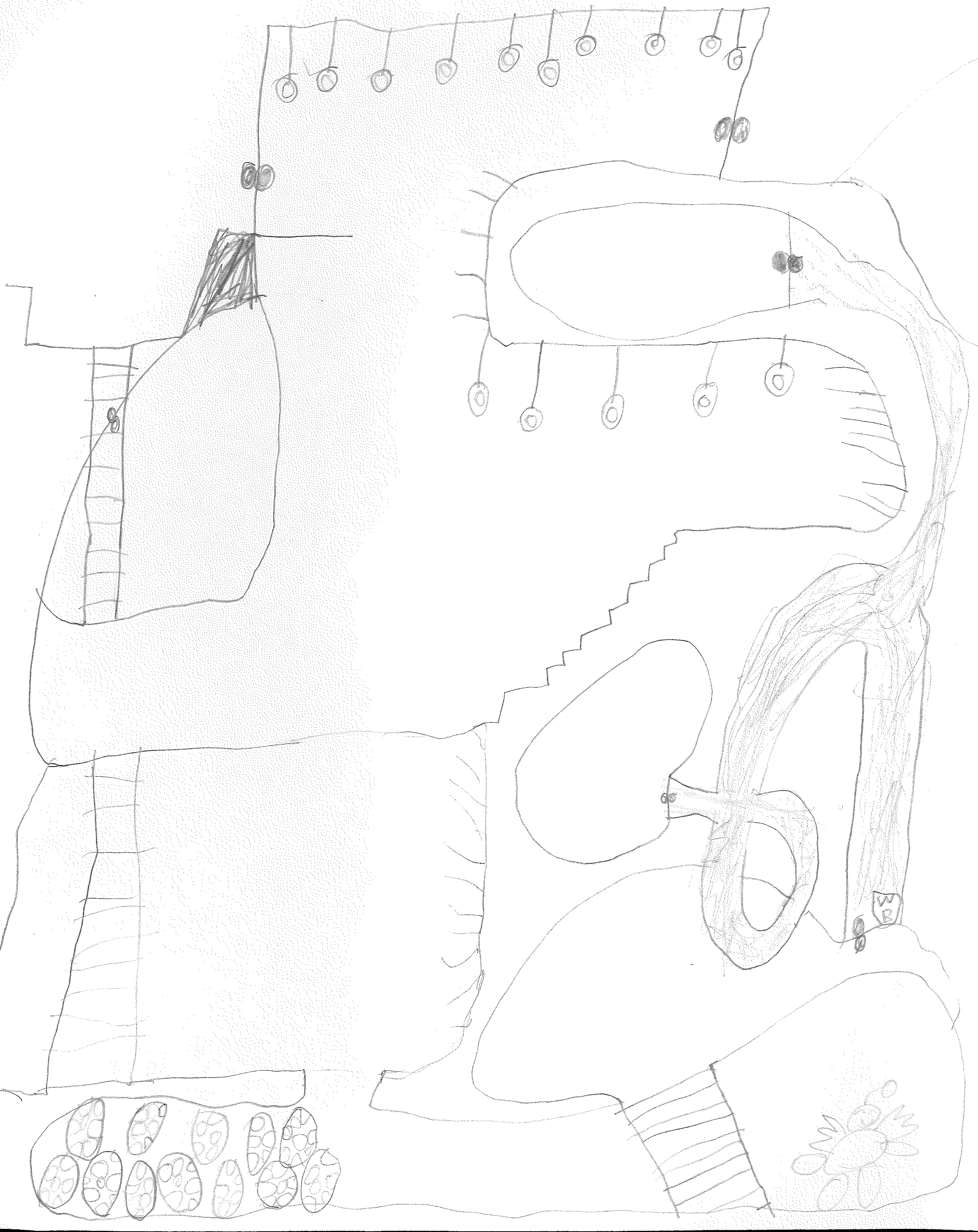

WHAM!
KNUCKLES!
HUH?
KNUCKLES!
NOTHING!
ECIDNAS

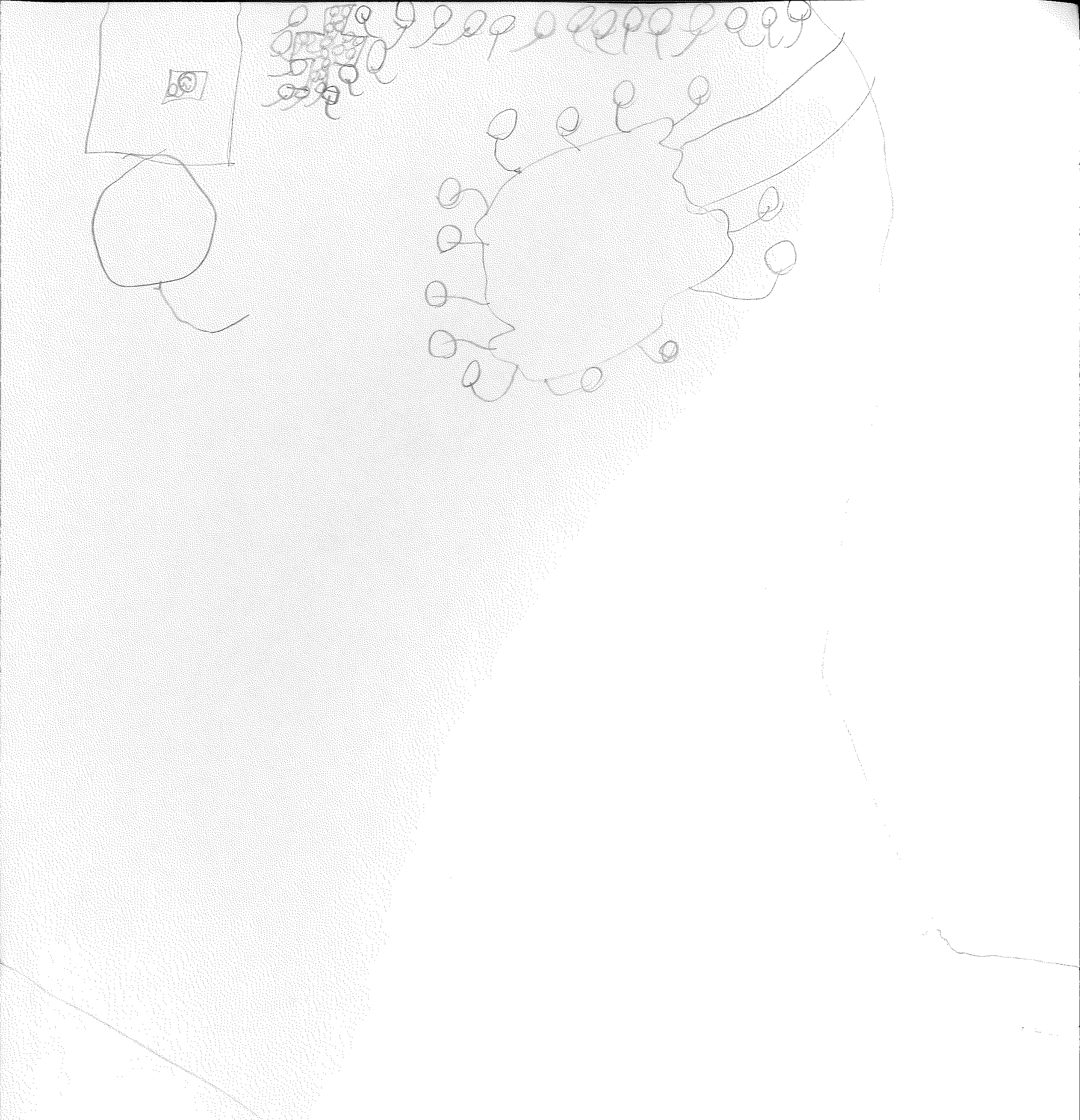
 Static

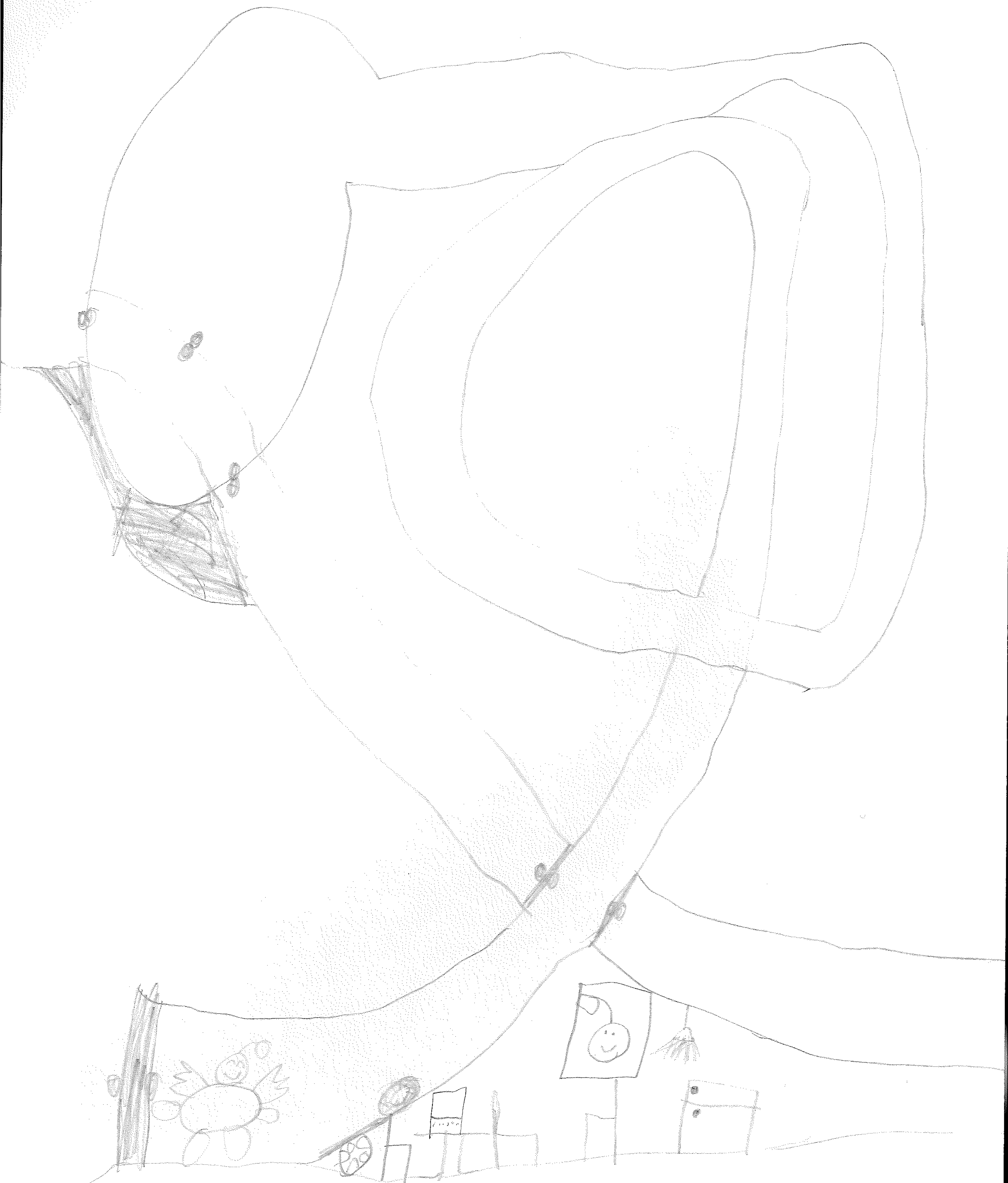
HP 680
MP 215

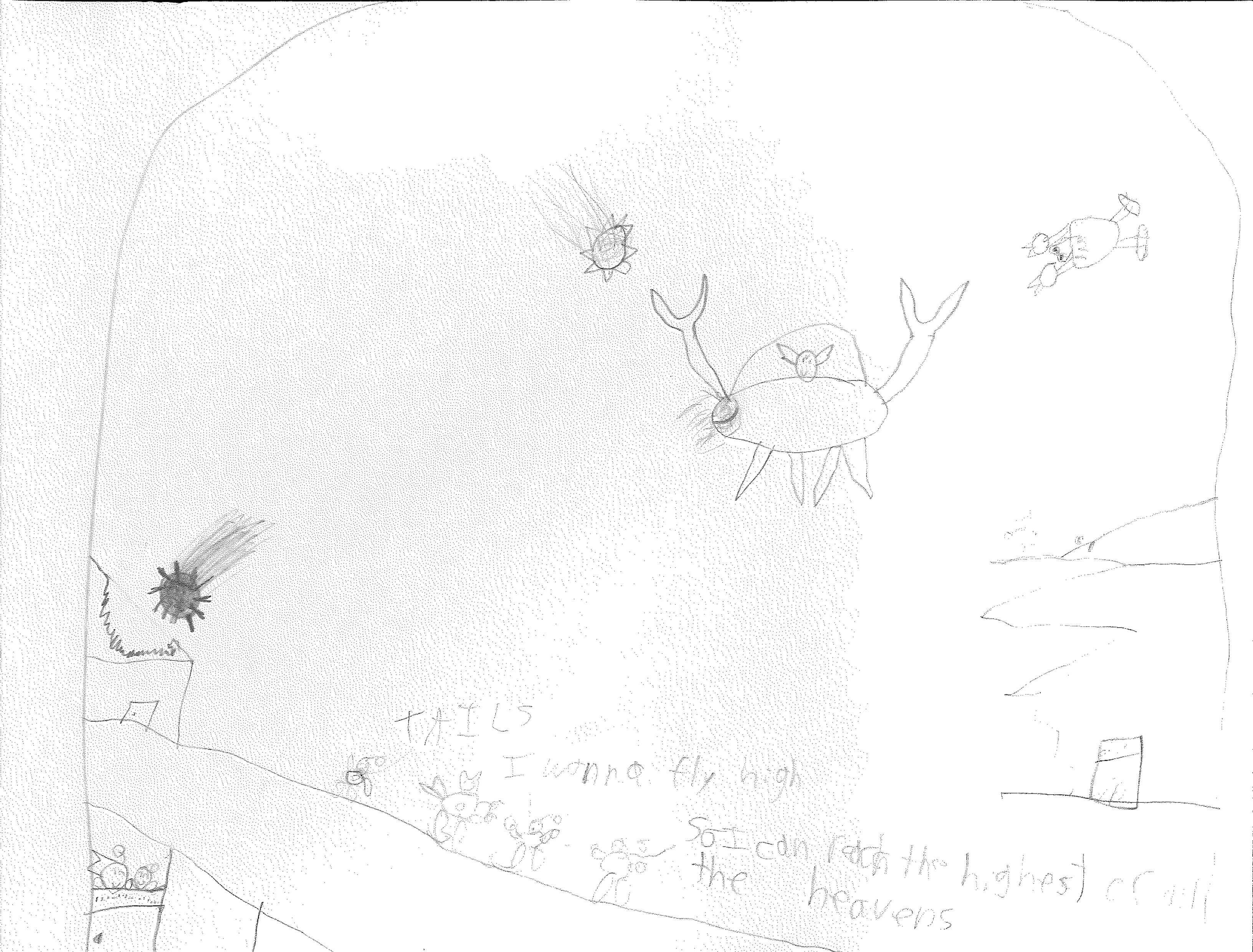
Attack 0
Deffence 33
Magic attack 100
Magic differenc
Speed 60

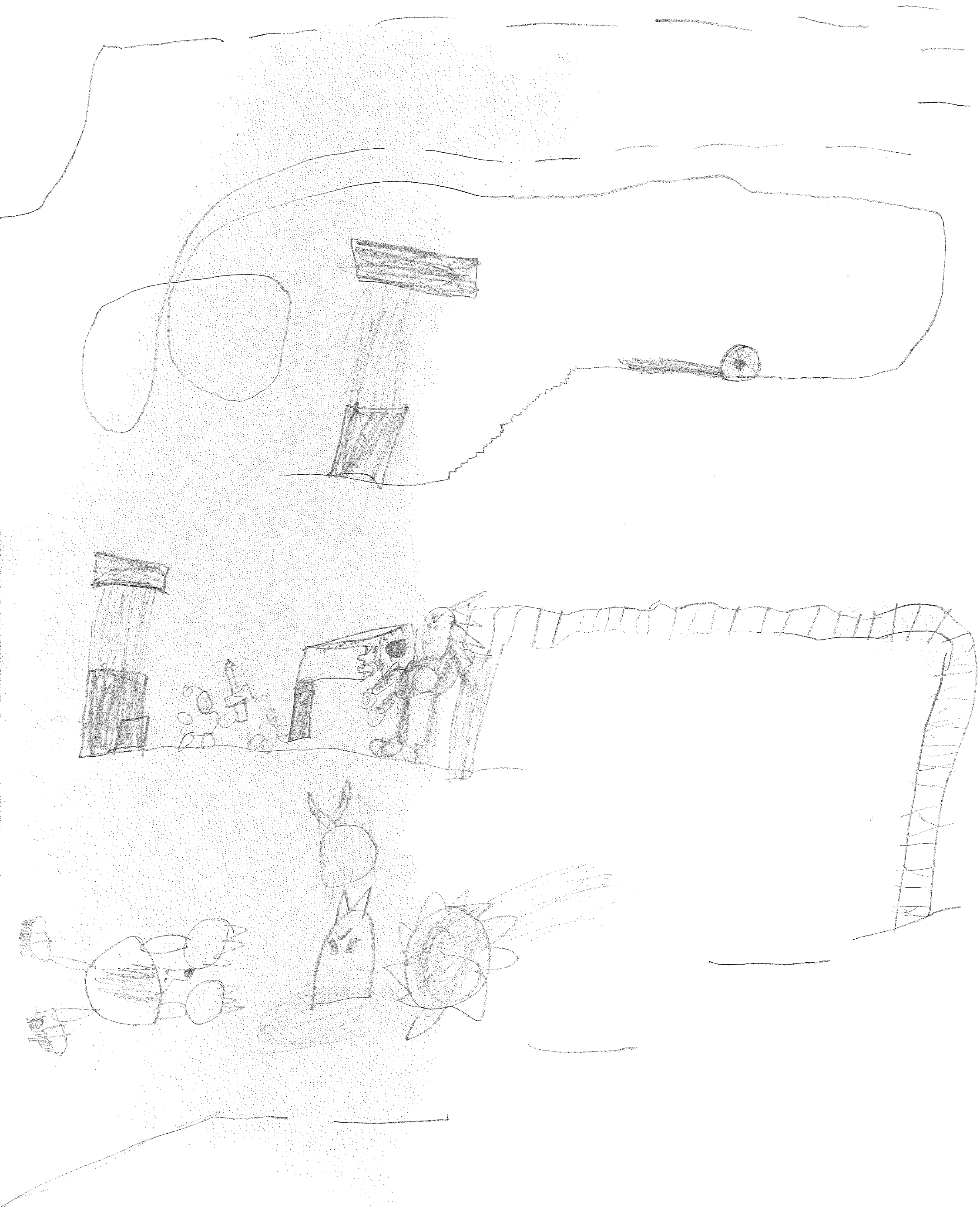
Attacks: Thunder, Tr[illegible]idaga, Thudara, [illegible], Static V, Static wall, Static beam.

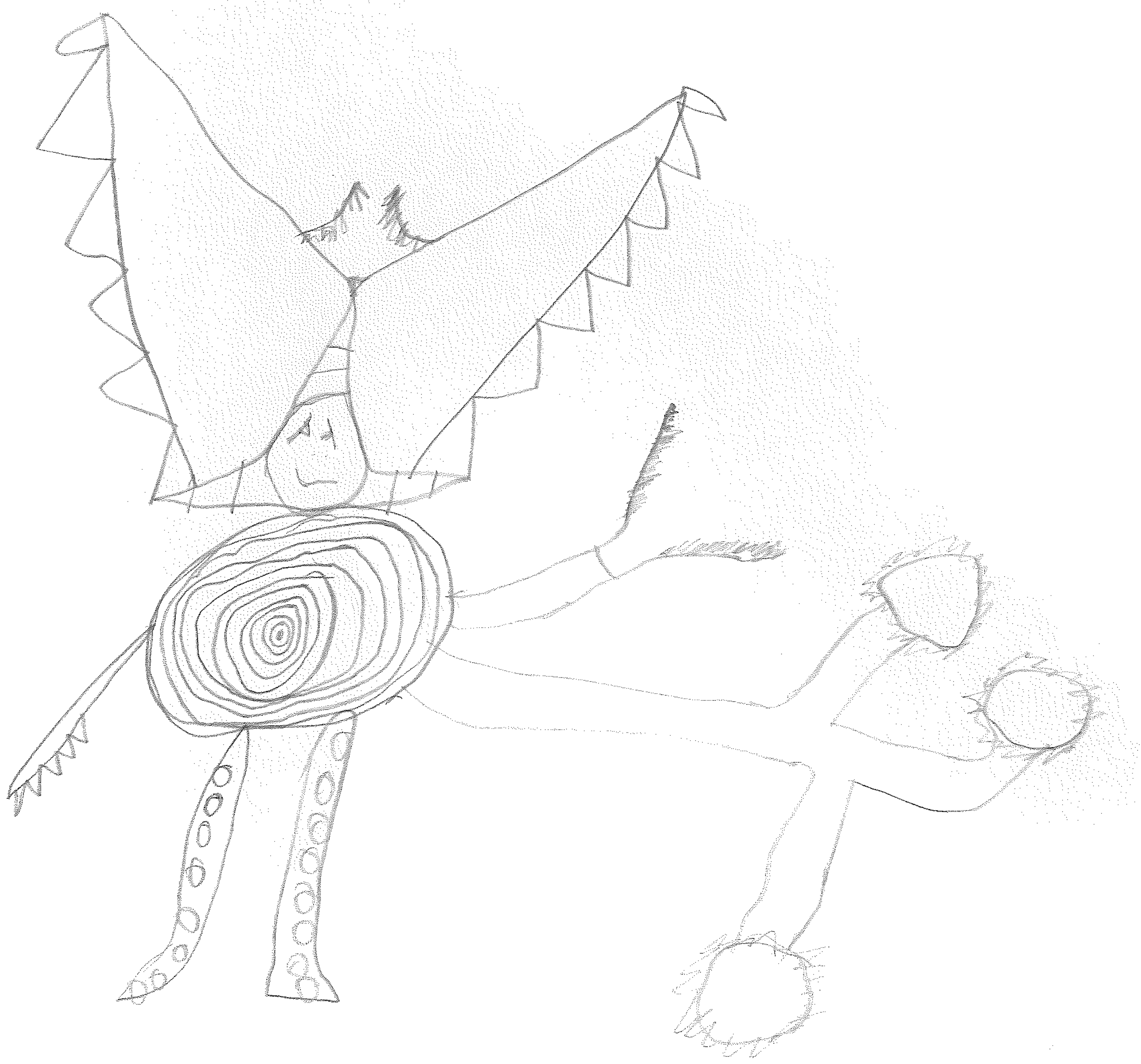







TAILS
I wanna fly high
So I can reach the highest of all the heavens





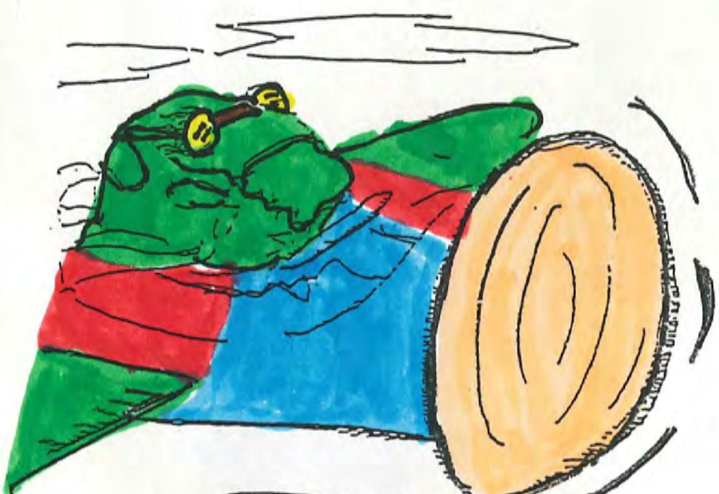
Flame

Hp 1000
Mp 15567

Attack 0
Deffence 50
Magic attack 50
Magic deffence 50
Speed 100

Attacks: Flare, Igniting fire, Flame wall, Fire shield, Flame A, Flame F, Flame Y, Flare.

ADAM LANZA



BEHAVIOR OF MEALWORMS

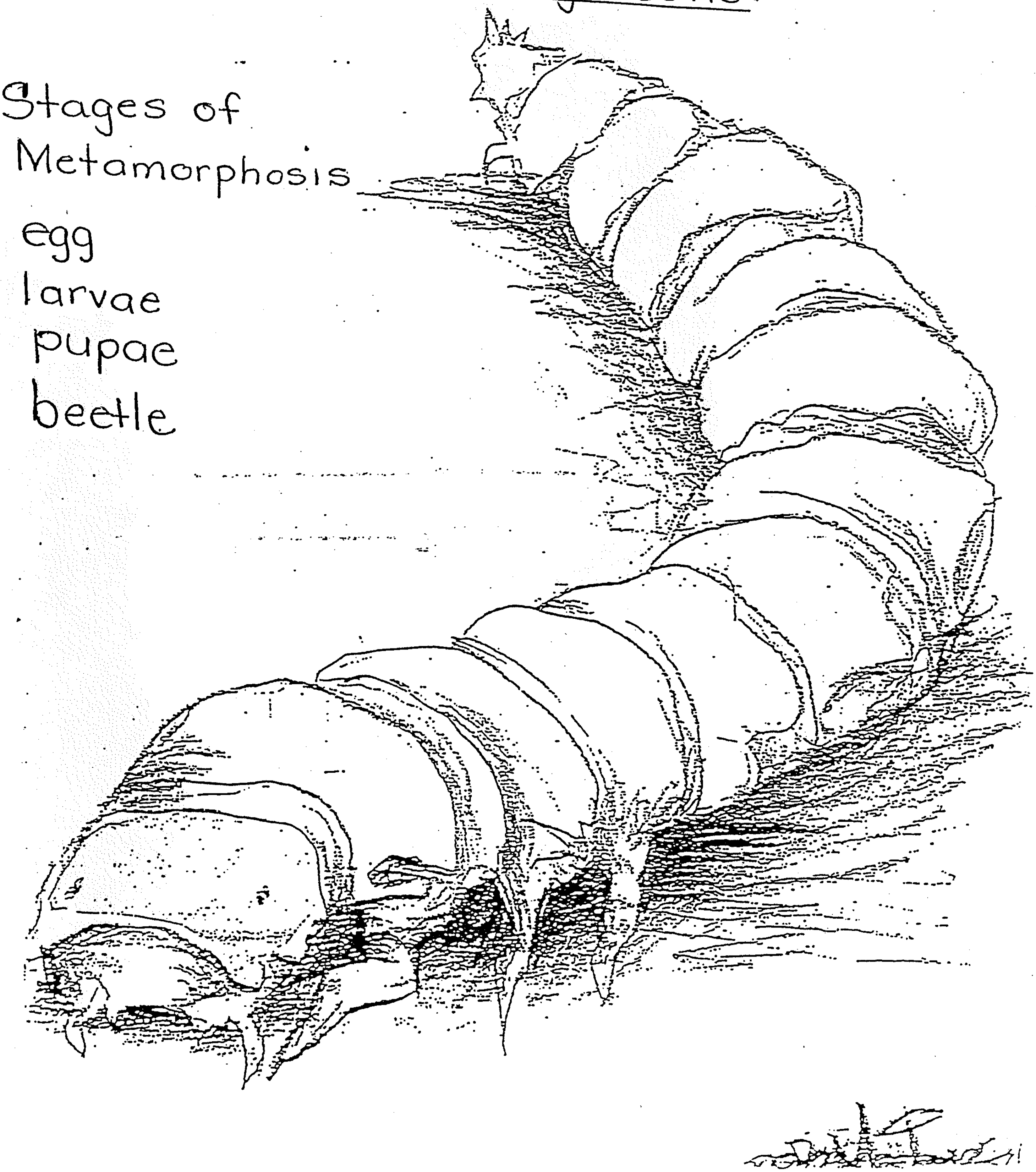
Name Adam Lanza

Excellent Work!

Mealworms have 13 segments, Six legs, eye spots and are the larvae of the darkling beetle.

Stages of Metamorphosis

egg
larvae
pupae
beetle



Science Journal

My Name Adam [illegible]
Date SEP 08 1999

Use as many of these words to describe your mealworm:

large	six	eye spots
small	head	blond
smooth	legs	soft
thirteen	segments	shy

My mealworm has two eye spots.
It has thirteen segments and six legs.
It is kind of still today.
Hungrey feels buby and smoth.

? bumpy

How many meal worms do you have?

I only have one meal worm.

What does your meal worm's body look like?

My meal worm is yellow-ish tan color

Describe where your mealworm(s) live

It lives in a can, but the can is plastic

How many legs does your mealworm have?

My meal worm haves has 6 legs.

How many segments? (parts)

He has 13 segments.

How many eyes? He has two eyes. (eye spots)

How are mealworms different from earth worms? they loks difrint because they have no legs. True!

How do you think mealworms find their food?

They feel there food and dig in his food.

Good!.

Does your mealworm have a wet or a dry body?
It is not wet it is dry.

Does your mealworm's body feel rough or smooth? It is very smooth.

Do you think your mealworm has likes and dislikes? (Explain your thinking)
It loves sand paper it likes every thing.

What piece of equipment was the most helpful to you when working with your mealworm? The plastic can.

What do you think your mealworm liked the most? The sand paper.

Nicely Done!

How can a mealworm be made to back up? The meal worms roll over to get back up

Do you think your mealworm can feel things around itself?

Yes I think they do feel things around themselfs themselves

If you place your mealworm on a slant, will it walk up more of the time, or will it walk down?

It will go up all the time. Good!

In what order do you think a mealworm moves its legs?

It moves left $\overset{\text{right}}{\text{rite}}$ left $\overset{\text{right}}{\text{rite}}$ left$\overset{\text{right}}{\text{rite}}$

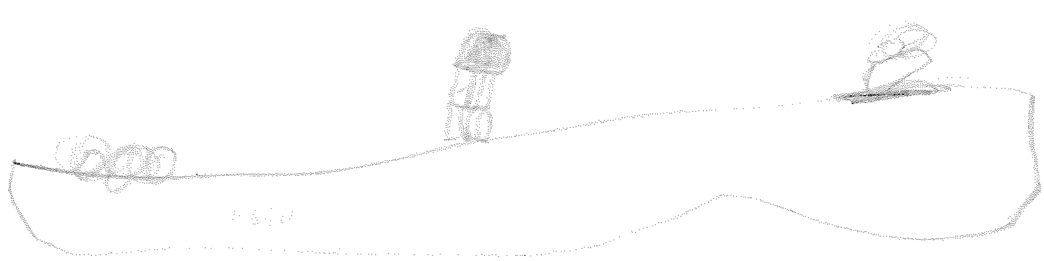
Is your mealworm active or slow to move?

Why do you think it is this way?

It is fast becase it likes to have lots and lots of fun

How far does your mealworm move in one minute? five inches that is all

Draw a picture of your "mealworm playground:



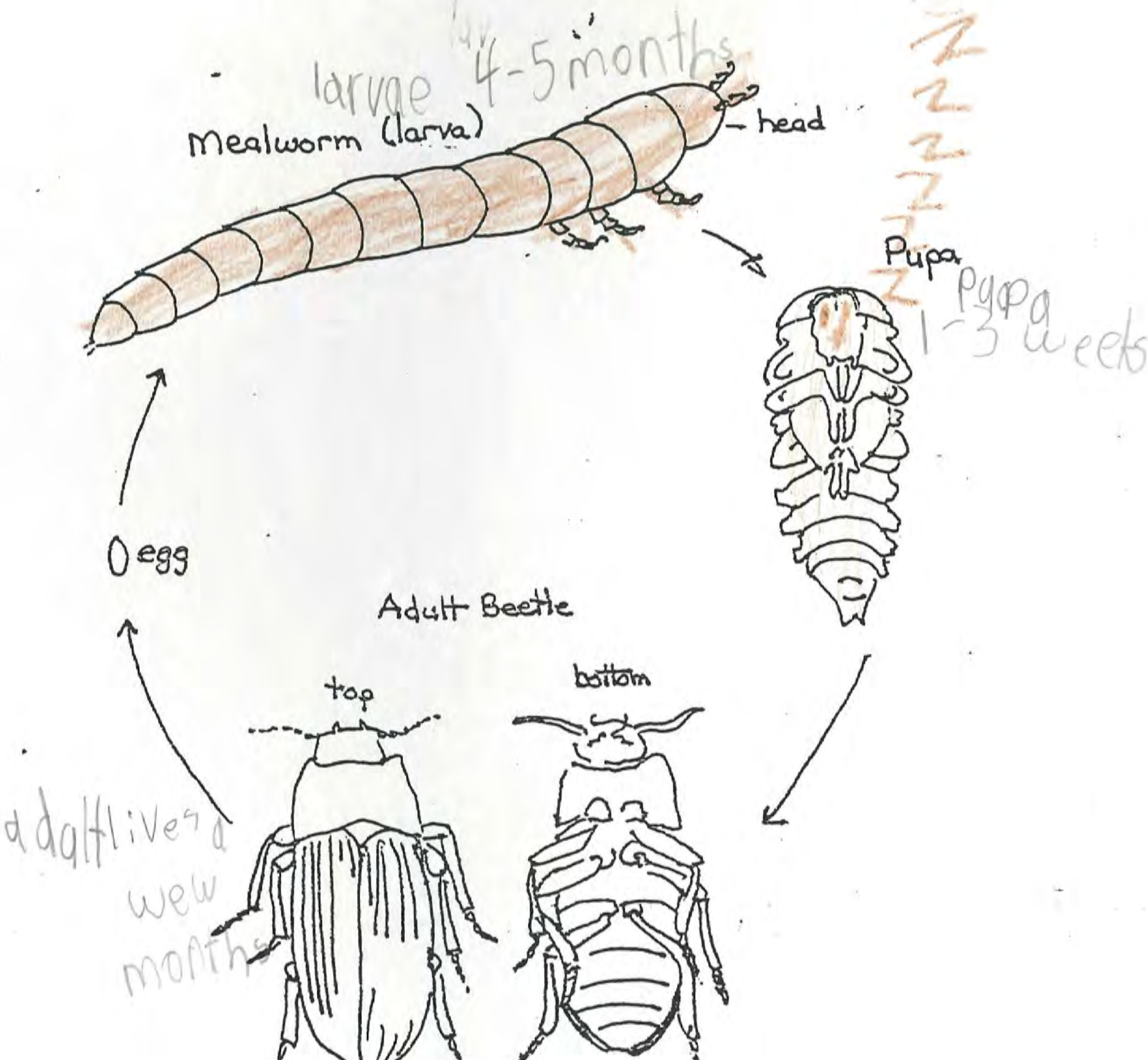
How can you tell your mealworms apart?

I do not have two.

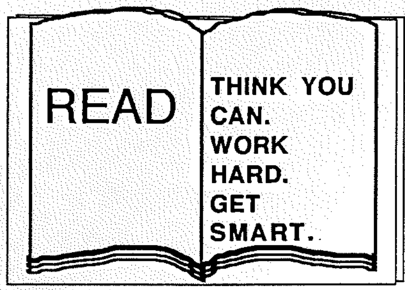
Find out if your mealworm likes water. Record your results:

It never goes into water.
I do not know why.

Life Cycle of the Mealworm



PROCLAMATION



Be it resolved that on Friday, October 29, 1999, Sandy Hook School will celebrate

"DRESS UP AS YOUR FAVORITE BOOK CHARACTER/PERSON DAY".

The day will kick off with an assembly by Mrs. Pagé who will also be dressed as her favorite character. Every person in the school should be prepared for this colorful event! Everyone will display a name tag with the following information on it: Name of Character, Name of Book.

Also, each class should set aside time in their rooms for children to discuss with each other the reasons why they chose their character. All special area teachers will explain their characters as well. Mrs. Pagé, curriculum specialists and the Lead Teachers will also visit classrooms and discuss their characters.

Get ready to have a great time :)

Newtown Middle School
Newtown, CT

October 8, 1999

Dear Parent(s)/Guardian(s),

The National Middle School Association (NMSA) and other organizations promote October as the *Month of the Young Adolescent*. During this annual celebration, they focus attention on the accomplishments of young people and build awareness of their unique characteristics and needs.

Month of the Young Adolescent focuses on four objectives:

~ **The importance of parents being knowledgeable about young adolescents and being actively involved in their lives;**

~ **The understanding that healthy bodies plus healthy minds equal healthy young adolescents;**

~ **The realization that the education young adolescents experience during this formative period of life, in large measure, will determine the future for all citizens; and**

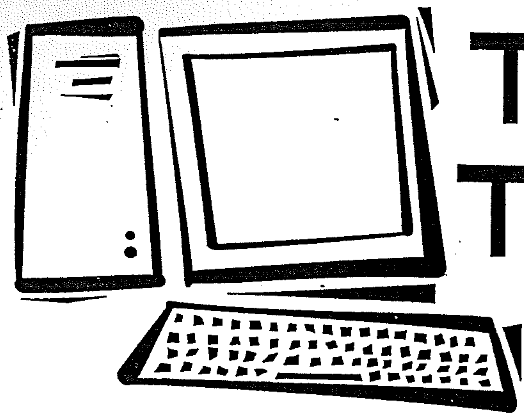
~ **The knowledge that every young adolescent should have the opportunity to pursue his or her dreams and aspirations, and post-secondary education should be a possibility for all.**

Please take a few moments to read and to share with your child the two informational sheets I have attached, *Health & Young Adolescents* and *Technology Tips for Parents*. I also encourage you to visit NMSA'a Web site at www.nmsa.org .

Sincerely,

Tony Salvatore
Assistant Principal

Month of the Young Adolescent



Technology Tips for Parents

E-Parenting

More than ever before, today's kids need their parents to help them acquire the skills to use time wisely. Technology has opened many doors to vast amounts of information, social networks around the world, and new career development opportunities. Parents can help kids be selective in using technology for learning as well as for entertainment purposes by modeling lifelong learning skills and monitoring their kids' use of software and the Internet. In order to do this, parents need to be technology savvy.

Surfing the Net

According to Don Tapscott in an article titled *The Net Generation and the School* (available online at www.milkenexchange.org/feature/tapscott.html), 88% of today's adolescents agree that it is "in" to be online. Surfing through the resources on the Internet provides opportunities for exciting discoveries as well as encounters with the unknown. Teach youngsters to navigate through this global network of information and online groups safely by establishing household "Net Rules" such as:

- Have an action plan for using your time online.
- Remember that homework on the Internet comes before playing games and socializing.
- Respect yourself and others during online chats. Do not engage in discussions with individuals or groups that you do not know.
- Keep your password a secret.
- Do not give your full name, address, telephone number, social security number, or other personal identification information to anyone or any organization online, unless you first have your parent's permission.

Techie Terms

A **Chat Room** is an online service that allows users to communicate with each other about an agreed upon topic in "real time" as opposed to delayed time, as with e-mail.

Download means to copy a file from one computer system to another. From the Internet user's point of view, to download a file is to request it from another computer (or from a Web page on another computer) and to receive it.

E-mail refers to a way of sending messages electronically from one computer to another, generally through a modem and telephone line connected to a computer.

The **Internet** is a worldwide collection of computer networks that allows people to find and use information and communicate with others.

Netiquette refers to social rules of decorum for interacting with others online.

Search Engine is a program that performs keyword searches for information on the Internet.

Surfing is the act of browsing through the Internet looking for topics or groups of personal interest.

Usenet Newsgroups is a system of thousands of special interest groups to wihich readers can send or "post" messages; these messages are then distributed to other computers on the network. Usenet registers newsgroups, which are available through Internet Service Providers.

Source: Adapted from *ParenTech's Parenting in a Digital Age* CD-ROM by Mary L. McNabb.

Health & Young Adolescents

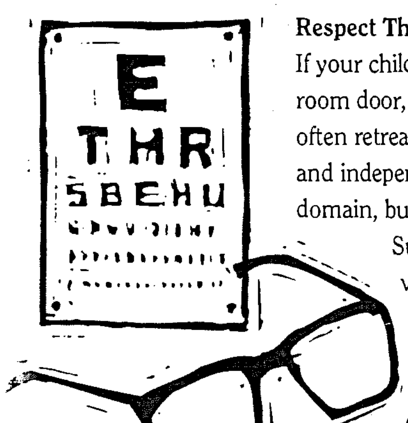
"Sometimes I feel that my being an adolescent is more of a growth process for my dad than it is for me."

— A middle school student quoted in *Middle School Handbook*.

Remember when your biggest health worry as a parent was wondering if your child would fall in the "normal" range on the pediatrician's growth chart? Remember when your most challenging health concern as a teacher was finding enough tissues and hand soap to keep germs from spreading during flu season?

Keeping kids safe and healthy has gotten harder over the years. And the challenges always seem to multiply as they — and we — get older. It's true that children undergo more rapid emotional, physical, and social changes between the ages of 10-15 than at any other period of their lives. But instead of yearning for simpler times, we need to remember that these growth spurts are a normal part of adolescent development.

It's *our* responses that need fine-tuning. If we remember our own experiences with the awkward "wonder years," and recognize the increasing pressures on today's adolescents, we can take steps to ensure that they grow into healthy young adults. Here are some suggestions for making the journey more productive and enjoyable.



"Keep in mind that during the summer, Tommy began to go through puberty at a rapid rate, the dentist put those dreaded braces on his teeth, and the optometrist recommended eyeglasses."

Respect Their Privacy, But Don't Close Them Off

If your child puts a "Do Not Enter" sign on the bedroom door, don't despair. During adolescence, children often retreat to their rooms as they search for identity and independence. Don't be afraid to enter their domain, but remember to knock first.

Surveys show that adolescents want to converse with their parents, but they don't always know how to start the conversation. KidsPeace, a national organization that helps families overcome crises, reports that fewer than 20 percent of teens feel "totally comfortable" discussing difficult issues with their parents. Young adolescents are three times more likely to consult friends instead of parents when a crisis involves physical and sexual assault, drugs, or alcohol. But research shows that children whose parents communicate with them, spend time with them, and have positive relationships with them are much less likely to use alcohol and other drugs.

Be Patient with Their Mood Swings

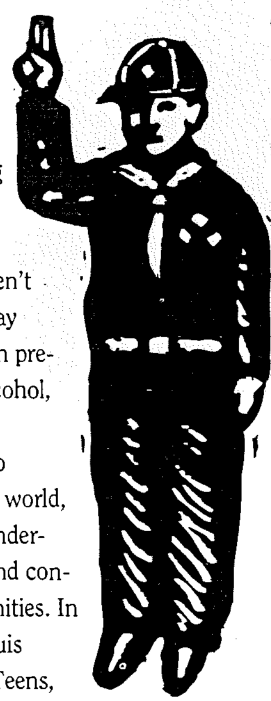
As a teacher, you might be wondering if your elementary school colleague was mistaken about how much you'd enjoy "Tommy," a smart and delightful student who showed up in your classroom as an insolent and sullen adolescent. Keep in mind that during the summer, Tommy began to go through puberty at a rapid rate, the dentist put those dreaded braces on his teeth, and the optometrist recommended eyeglasses. He's still a smart student *and* a good kid, but all those changes have taken a toll. Draw him out. Include him in challenging and fun activities. Let him know you care about him. According to a study by the National Center on Addiction and Substance Abuse, students who are close to people at school and believe their teachers are fair tend to avoid risky and addictive behaviors.

Set Limits, But Give Them Some Choices

Your daughter's new uncooperative behavior is actually a sign that she's growing up. Involve her in setting clear expectations and you can avoid some unproductive battles. Consider hair maintenance, for example. Adolescents are much more likely to wash their hair on a regular basis if they agree that it is a reasonable expectation. Instead of yelling, "Wash your hair now," try saying, "I'd like for you to wash your hair at least three times a week. Which nights work best for you?"

Understand Their Need to Be Involved

Researchers have found that when a person enjoys high self-esteem, physical fitness, and authentic accomplishment, the brain produces its own serotonin— a powerful mood regulator. Yet physical activity decreases by about 50 percent between the ages of 12 and 18. Teens most often drop out of sports because they say the competition is too stressful and the practices too boring. In one successful adolescent sports program cited by The Youth Sports Institute, coaches learn how to avoid criticizing young players and how to develop positive relationships among team members. As a result, the players report having more fun, and those who start out with low self-esteem become more confident.



Clubs and activities such as chess, drama, Junior Achievement, and scouting give young adolescents other positive ways to be involved. When these activities aren't available, adolescents may begin to experiment with premature sex, violence, alcohol, and drugs.

Adolescents want to make a difference in the world, but they don't always understand how to connect and contribute to their communities. In a nationwide poll by Louis Harris for the National Teens, Crime, and the Community program, nearly 90 percent of students said they would get involved in programs to stop violence if they knew what to do. That same survey showed that more than seven in 10 youths already are involved in prevention efforts. Strategies they recommended included creating posters that teach young people about the costs of vandalism; tutoring or mentoring younger students; serving in peer leadership groups; and assisting neighborhood clean-up projects.

Respect Their Developing Intellect

Young adolescents enjoy learning demanding research skills, such as footnoting, bibliography, and scientific notation. They're easily turned off by packaged programs that claim to teach "real life skills." Instead, give them opportunities to interview the mayor, write a consumer complaint letter to a corporation, or design the school Web site.

Parents also play a significant role in the academic success of young adolescents. According to the U.S. Department of Education, three factors over which parents exercise authority – school absenteeism, variety of reading materials in the home, and excessive television viewing – explained nearly 90 percent of the difference in eighth-grade math test scores on the National Assessment of Educational Progress.

Show Them Why Nutrition Matters

Good eating habits are critically important to brain development and functioning. All children require a high protein breakfast for alertness and a balanced diet that includes complex carbohydrates throughout the day.

Proper nutrition also helps minimize the effects of chronic stress, which causes the body to deplete available nutrients. Stress inhibits the growth of message receptors on brain cells, resulting in slow thinking and depressed learning.

It's smart to let students snack during the school day. When nutritious foods are available to children while they study, they actually earn statistically higher test scores, demonstrate more positive attitudes, and increase their reading speed and accuracy.

Let Them Know You Care

As KidsPeace suggests, remember that every kid is unique, has worth, value, and dignity; safety is a primary need and fundamental right of every kid; kids grow in the context of supportive relationships; every kid has powerful potential; and kids learn by making decisions and taking actions based on values.

Additional Resources

Fateful Choices: Healthy Youth for the 21st Century, Carnegie Council on Adolescent Development, 800-631-8571

How to Enjoy Living with a Preadolescent (H.E.L.P.), National Middle School Association, 800-528-NMSA

How to Enjoy Living with a Preadolescent (More H.E.L.P.), National Middle School Association, 800-528-NMSA

Living with a Work in Progress: A Parents' Guide to Surviving Adolescence, National Middle School Association, 800-528-NMSA

MegaSkills: In School and in Life, the Best Gift You Can Give Your Child, Houghton Mifflin Company, 212-420-5800

Middle School Handbook, National Association of Independent Schools, 202-973-9700

Parenting 911, Broadway Books, 212-782-9000

The Roller Coaster Years: Raising your Child through the Magical yet Maddening Middle School Years, Broadway Books, 212-782-9000

Setting an Example: The Health, Medical Care, and Health-Related Behavior of American Parents, Child Trends, 4301 Connecticut Avenue NW, Suite 100, Washington, D.C. 20008

Yardsticks: Children in the Classroom Ages 4-14, Northeast Foundation for Children Inc., Greenfield, Massachusetts, 800-360-6332

Health & Young Adolescents is published by National Middle School Association (NMSA) as part of its ongoing commitment to Month of the Young Adolescent. For more information about this celebration please call 1-800-528-NMSA or visit us on the Web at www.nmsa.org/moya.htm

October 13, 1999

Dear Parents:

We recently had a meeting with all the class parents who volunteered during Open House for the class parties that will be held throughout the school year. We felt that if we all contributed for these special events at the beginning of the school year we would be able to disperse the money as each class event occurred.

The class parties that have been planned for the year are Halloween, Thanksgiving, Winter Holiday and Valentine's Day.

We are asking for each parent to send into class $5.00. Please send it in a sealed envelope with the following information marked on the envelope:

Attention: Annette Rosenberger
Mrs. MacInnes' Class

From: Your Name

If you are unable to make a contribution to class please just let me know. Also, if you have any questions please call me at 270-0887. Thanks for your participation.

Sincerely,

Annette A Rosenberger

Annette A Rosenberger

A. Lanza

Sandy Hook Elementary School
Dickinson Drive
Sandy Hook, CT 06482

Dear Parent/Guardian

During the 2000-2001 school year, I have worked with your child on speech (articulation). Progress made has been: minimal (moderate) great.

Words need to be practiced at home for five minutes per day. This will help keep your child aware of the mechanics of sound/word production.

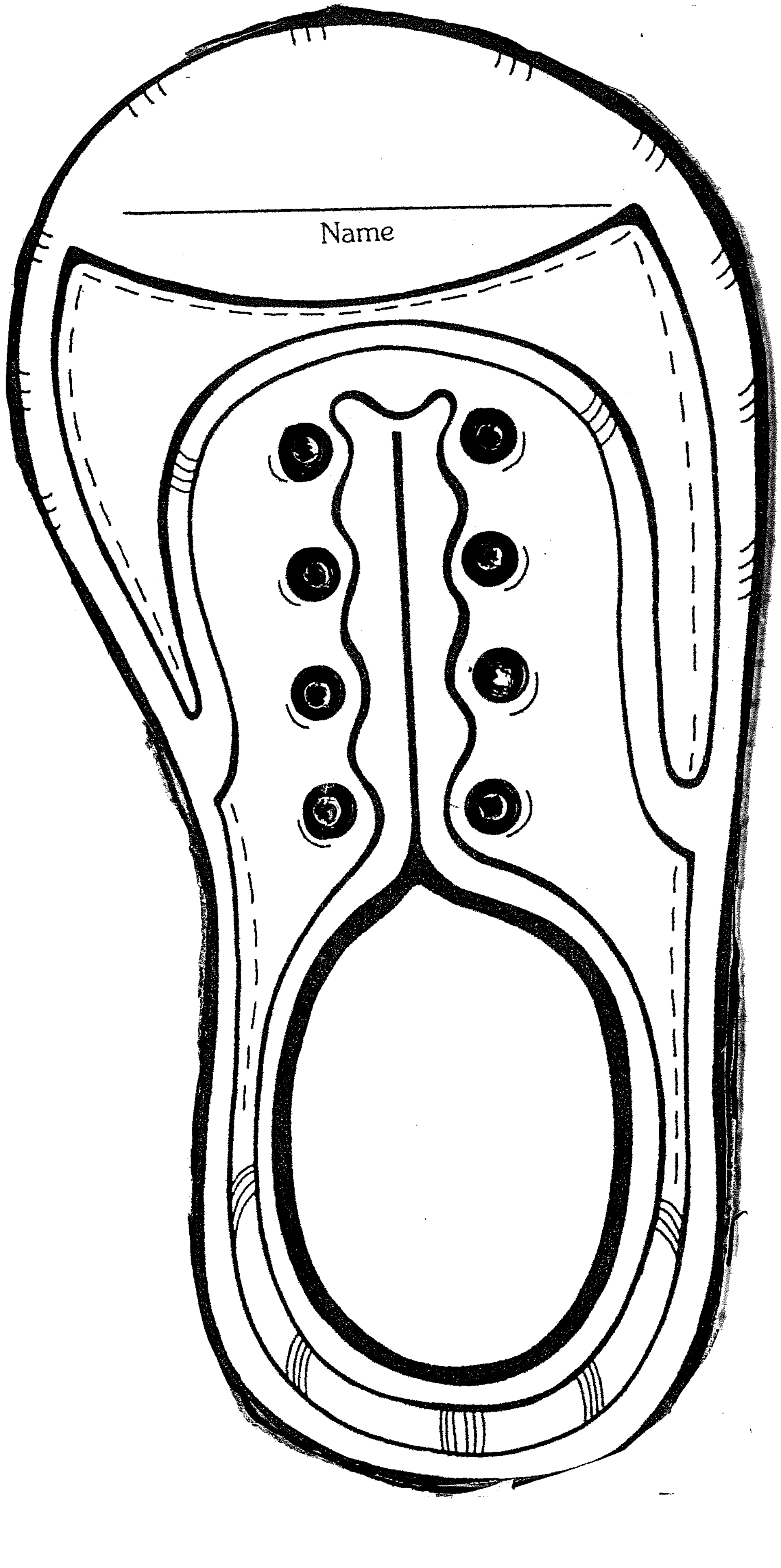
Since misarticulations are merely the use of an incorrect sound, these old habits must be broken and replaced by a new habit (sound). We all know how difficult it is to break a habit. Please help your child break a habit.

Have a great summer.

Sincerely,
A. Lyon
Alcyne Lyon, SLP
June 15, 2001

It is imperative that Adam practice during the summer. He is on the verge of being dismissed, & I would hate to see him regress. - Thanks -

[redacted]


Name

SANDRA J. DALLAIRE, MEd., OTR
17 Brookside Drive, Concord, New Hampshire 03301 (603)-224-3447

Skill Training: Tie a shoe

Child's Special-Needs: Body frame of reference
Task analysis
(Child may have difficulty with praxis, perception, fine-motor which interfere learning new skill, organizing, and handling laces involved with tying a shoe.)

Materials: Shoe and long laces

Approach: Practice in gradual steps daily adding a step when child is confident with steps learned. Child begins the process and continues through steps mastered, does new with adult when ready, adult completes process.

Position: A comfortable, balanced sitting position with shoe on foot

Procedure: Untied laces hang down ,one on each side of shoe

1. Ask child to "Raise the hand you write with, your "writing hand," and put the other hand behind you" (Refer to "writing hand" in reinforcing that this is the hand to use to begin each step. ("Other hand" can help to hold and pull laces as needed.)
2. With writing hand, grasp lace on "same" side .
3. Cross the lace over ankle.
4. With writing hand, grasp "other" lace and bring across shoe.
5. With writing hand, grasp lace on "same" side by needle.
5. Place needle under "X" of laces.
6. Pull laces to make a knot.
7. With writing hand, grasp lace on "same" side .
8. Make a loop and hold against shoe with thumb and pointer.
9. Other hand wraps other lace, going away from body and "behind" loop and towards body (clockwise if right hand is writing hand)
10. With fingers "in a fist", other hand uses thumb to poke lace through the circle away from body.
11. Writing hand lets go of first loop and grabs newly formed loop.
12. Other hand grabs first loop.
13. Pull both loops to tighten bow.

)/92. Sandy Dallaire, OTR approach adapted from information in OT Week summer 1992.

NEWTOWN PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date: October 12, 1999

Peter and Nancy Lanza
(Name of Parent/Guardian or Student)
36 Yogananda St
(address)
Sandy Hook CT 06482
(zip code)

Dear Mr. & Mrs. Lanza:

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:

Adam Lanza DOB: 4/22/92. The meeting is scheduled as follows:
(student's name)

Date: 10/19/99 Time: 2:30 pm Location: Sandy Hook Conference Room

The purpose of this meeting is to: (check all that apply)

- ___ discuss a referral to special education and consider/plan an evaluation
- ___ review evaluation results and determine eligibility for special education.
- ___ develop, review or revise the IEP
- _X_ conduct an Annual Review
- ___ determine transition service needs (required for students age 14 and older):
  - ___ develop/review/revise transition goals and objectives on the IEP (required for students age 15 and older.)
  - ___ student will be invited to attend this meeting (required for students age 15 and older)
  - ___ agency representatives that can assist in transition planning will be invited to attend (see list below)
- ___ plan a reevaluation (triennial review) to determine continued eligibility for special education
- ___ review reevaluation (triennial review) results
- ___ Other (e.g., placement) ___

The following individuals have been invited to attend:

D. Page Name Administrator	P. Buffa Speech Language Name and Title
C. MacInnes Name Student's Reg. Ed. Teacher	C. Cavanagh O.T. Name and Title
Name Special Education Teacher	Name and Title
Name Student	Name and Title
Name and Title	Name and Title

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individuals to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

If you have any questions or wish to reschedule the meeting please contact me at 426-7661
(Telephone No.)

Sincerely,
Mary Joy Sherlach
(Name and Title)
School Psychologist

☒ A copy of Procedural Safeguards in Special Education is enclosed.

☐ A copy of this notice has been sent to the parent(s). (required if student is age 18 or older and rights under IDEA have been transferred to the student)

Form SE/3

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

INTERIM REPORT

Date October 13, 1999

To the Parents/Guardians of Adam Lanza

We feel that much can be gained from frequent communication between the parents and the teachers regarding the child's progress. It has been found that ____________

has shown improvement in		is in need of help in
____	Reading	____
____	Mathematics	____
____	Language	____
____	Handwriting Skills	____
____	Spelling	____
____	Science	____
____	Health	____
____	Social Studies	____
____	Work Habits	____

COMMENTS: Adam is an excellent student and a thoughtful friend to his peers. I would urge greater participation in class discussions because he has wonderful thoughts and ideas to share.

____ A conference is requested to discuss your child's progress:

Date: ____________ Time ____________

✓ A conference is not necessary at this time.

____ A conference is requested by the parent.

We feel it is to your child's benefit to make this special report to you. If a conference has not been scheduled by the teacher and you desire one, please check above.

To indicate that you have received this report, please sign below and return the yellow copy to school.

Sincerely,

Carole L. MacInnes
Teacher

____
Principal

Nancy J. Lanza
Parent or Guardian

White- Parents   Yellow - School   Pink - Teacher

dent: Adam Lanza DOB: 4/22/97

NEWTOWN PUBLIC SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM

Meeting Date: ____

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☒ Communication ☐ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☐ Other: (specify) ____

☐ Check here if the student is 13 or older. (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Indicate Dates For Reporting Progress in Boxes Below

1	2	3	4
Nov.	~~Sept.~~ Mar.	~~Apr.~~	June
5	6	7	8
00	01	~~01~~	01

Measurable Annual Goal*: # ____ will display age appropriate articulation skills.

Eval. Procedure: 10
Perf. Criteria: H
(%, Trials, etc:) 90%

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks

Obj # ____ Adam will produce vowelized r phoneme(s) in isolation and in all positions of nonsense syllables.

Eval. Procedure: 11
Perf. Criteria: H
(%, Trials, etc:) 90%

Report Progress Below (Use Reporting Key)

1	2	3	4
5 S	6 S	7	8

Obj. # ____ Adam will accurately produce the vowelized r phoneme(s) in all positions of words.

Eval. Procedure: 11
Perf. Criteria: H
(%, Trials, etc:) 90%

Report Progress Below (Use Reporting Key)

1	2	3	4
5 S	6 S	7	8

progressing (Middle) - 2/01

Obj # ____ Adam will accurately produce the vowelized r phoneme(s) in sentences and in conversational speech.

Eval. Procedure: 11
Perf. Criteria: H
(%, Trials, etc:) 90%

Report Progress Below (Use Reporting Key)

1	2	3	4
5 NI	6 I	7	8

Improving (2/01)

Evaluation Procedures

1. Criterion-Referenced/Curriculum Based Assessment
2. Pre & Post Standardized Assessment
3. Pre & Post Base Line Data
4. Quizzes/Tests
5. Student Self-assessment/Rubric
6. Project/Experiment/Portfolio
7. Behavior/Performance Rating Scale
8. CMT/CAPT
9. Work Samples, Job Performance or Products
10. Achievement of Objectives (*Note: use with goal only*)
11. Other: (specify) Teacher-Made Tests
12. Other: (specify) ____

Performance Criteria

A. Percent of Change
B. Months Growth
C. Standard Score Increase
D. Passing Grades/Score
E. Frequency/Trials
F. Duration
G. Successful Completion of Task/Activity
H. Mastery
I. Other: (specify) ____
J. Other: (specify) ____

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)*
M = *Mastered* S = *Satisfactory Progress - Likely to achieve goal* NI = *Not Introduced* O = *Other: (specify)*
U = *Unsatisfactory Progress - Unlikely to achieve goal* N = *No Progress - Will not achieve goal*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.
** ... goal and related objectives be developed for the area of Employment/Post Secondary Education if transition services are addressed. ... if a goal and related objectives are not developed for this area.

NEWTOWN SCHOOLS

March 2000

Dear Parent(s)/Guardian:

In May of 1999 you were advised of pending legislation regarding school immunization requirements. These requirements were passed into law in February 2000 and will take effect in August 2000. In order for your child to be admitted into the seventh grade you will have to meet the following:

Effective August 2000, all students are required to show proof of:

1.) **Proof of immunity to Varicella (chicken pox) for entry into 7th grade.** Proof of immunity includes any of the following: 1.) documentation of age-appropriate immunization (one dose given on or after the student's first birthday if they are under 13 years of age, 2 doses given at least 30 days apart for students whose initial vaccination is 13 years of age and older), or 2.) a blood test that shows past infection, or 3.) a statement signed and dated by a physician, physician assistant or advanced practice registered nurse that the child has already had chickenpox based on family and/or medical history.

2.) **Proof one dose of the Hepatitis B Vaccine before entry into the 7 Grade,** with the completion of the 3 dose series before entering 8th Grade August, 2001.

If these requirements are not met prior to the start of school in August of 2000, your child will **not** be allowed to attend school until they are met.

I strongly urge that if you have not taken care of these requirements that you do so as soon as possible to prevent an interruption in your child's education.

If you have any questions or I can be of any further assistance, please do not hesitate to contact me. My office phone number is 426-7649.

Sincerely,

Alice D. Cupole, RN
Nursing Supervisor

Thomas F. Draper, M.D., M.P.H.
Newtown School Medical Advisor

NEWTOWN PUBLIC SCHOOLS

Janet Calabro, M.A., C.A.S.
Supervisor of Special Education

31 Pecks Lane
Newtown, CT 06470

Tel: (203) 426-7626
Fax: (203) 270-6185

calabroj@newtown.k12.ct.us

Beverly Johnsen SCIENCE 7 (08 - YR - 12345) Crs:700 Sec:700-7OR Per:08	Student Progress Report	11/1/2004 Newtown MS

Lanza, Adam (pd 1) **Student's Grade: 93% (A)**

MP1 (Numeric Total Points)

#	Task Type (no weight)	Task Name	Score	Out Of	%	Letter Grade
1	Homework	Signed Lab Safety Contract	10	10	100	A+
2	Homework	Journal #1	10	10	100	A+
3	Homework	Journal #2	10	10	100	A+
4	Homework	Journal #3	10	10	100	A+
5	classwork	Ooze experiment worksheet	10	10	100	A+
6	Homework	Length in Metric	10	10	100	A+
7	Homework	Volume in Metric	10	10	100	A+
8	Homework	Mass in Metric	10	10	100	A+
9	Homework	Temperature in Metric	10	10	100	A+
10	classwork	Metric Me	42	42	100	A+
11	Quiz	Metric Quiz	32	34	94	A
12	Homework	Elephant Observation	10	10	100	A+
13	Journal	Journals 1-10	34	34	100	A+
14	Homework	Data Three Ways	10	10	100	A+
15	Homework	Group self-assessment	10	10	100	A+
16	Homework	Data tables and graphs	18	20	90	A-
17	Homework	Figure out interim grade	10	10	100	A+
18	Homework	Signed interim	10	10	100	A+
19	Homework	Gro-Dino Lab	84	100	84	B
20	Homework	Scientific Method Study Guide	10	10	100	A+
21	Test	Scientific Method Exam	98	110	89	B+

Class Notes:
Self-directed microscope work this week. Students will quiz when ready. There will only be homework if class work for the day is not complete. See website for which assignments should be complete.

NEWTOWN SCHOOLS PUPIL PROGRESS

STUDENT Lanza, Adam **YEAR** 2001-02 **GRADE** 4

TEACHER L. Gunn

ART EDUCATION PROGRESS REPORT

MARKING PERIOD	SECOND	THIRD
Cooperation	E	
Participation / Effort	E	

GRADING KEY

E = Excellent *G = Good* *S = Satisfactory*
I = Improvement *U = Unsatisfactory*

Teacher's Comments:

Teacher's Comments:

TEACHER B. Bjorklund

LIBRARY / MEDIA EDUCATION PROGRESS REPORT

MARKING PERIOD	SECOND	THIRD
Cooperation	G+	
Participation / Effort	G+	

GRADING KEY

E = Excellent *G = Good* *S = Satisfactory*
I = Improvement *U = Unsatisfactory*

Teacher's Comments:

Teacher's Comments:

TEACHER P. Beierle

MUSIC EDUCATION PROGRESS REPORT

MARKING PERIOD	SECOND	THIRD
Cooperation	G	
Participation / Effort	G	

GRADING KEY

E = Excellent *G = Good* *S = Satisfactory*
I = Improvement *U = Unsatisfactory*

Teacher's Comments:

Teacher's Comments:

TEACHER P. Lupo. J. Huot

PHYSICAL EDUCATION PROGRESS REPORT

MARKING PERIOD	SECOND	THIRD
Cooperation	E	
Participation / Effort	E	

GRADING KEY

E = Excellent *G = Good* *S = Satisfactory*
I = Improvement *U = Unsatisfactory*

Teacher's Comments:

Teacher's Comments:

The Newtown Public Elementary Schools formally evaluate students in Art, Music, Physical Education, and Library / Media in grades four and five.

Student ADAM LANZA

School Sandy Hook

Teacher HART

Year 2001 - 2002

Grade 4

CODE DEFINITION

Achievement	Effort	Standard
1 - Exceeds Standards	1 - Exceeds Expectations	+ Exceeds Standard
2 - Meets Standards	2 - Meets Expectations	* Meets Standard
3 - Progressing Toward Standards	3 - Inconsistent Effort	~ Below Standard
4 - Experiencing Difficulty	4 - Minimal Effort	

NEWTOWN PUBLIC SCHOOLS - GRADE 4 PROGRESS REPORT

	Achievement	Effort	Achievement	Effort	Achievement	Effort	Achievement	Effort
READING	2	2	2	2				
WRITTEN COMMUNICATION	2	2	2	2				
SPEAKING & LISTENING	2	2	2	2				
MATHEMATICS	2	2	2	2				
SCIENCE	2	2	3	2				
SOCIAL STUDIES	2	2	2	1				
HEALTH	2	2	2	2				

READING				
Reads for information and understanding	*	+		
Takes critical stance	~	*		
Reads strategically	*	*		
Reads to make personal connections	*	*		

WRITTEN COMMUNICATION				
Writes with a purpose	*	*		
Organizes and develops ideas	*	*		
Reflects and self-evaluates	*	*		
Writes strategically	*	*		
Applies mechanics/conventions of print	*	+		
Spells assigned words correctly	*	*		
Forms and spaces letters correctly	*	*		

SPEAKING & LISTENING				
Articulates clearly	*	*		
Participates actively in discussions	*	*		
Communicates thoughts clearly and logically	*	*		
Listens attentively and responds appropriately	*	*		

MATHEMATICS				
Applies problem-solving strategies	~	*		
Analyzes data	*	*		
Applies number concepts	*	*		
Applies measurement/geometry concepts	*	*		

SCIENCE				
Demonstrates scientific process	*	*		
Communicates understanding of stability and equilibrium	*	~		

SOCIAL STUDIES				
Demonstrates understanding of concepts	*	*		
Applies skills to develop and demonstrate understanding	*	*		

HEALTH				
Demonstrates understanding of concepts	*	*		

WORK HABITS				
Stays on task	*	*		
Follows direction	*	+		
Works independently	*	+		
Works well with others	*	*		
Completes class assignments on time	+	+		
Completes homework assignments on time	+	+		
Shows pride in work	~	*		
Organizes personal space and belongings	*	*		

SOCIAL DEVELOPMENT				
Respects school and personal property	+	+		
Demonstrates responsibility	*	+		
Exhibits self-control of behavior and language	*	+		
Shows kindness, consideration and respect	+	+		
Demonstrates positive attitude toward school and learning	*	*		

If your child has an Individual Educational Program or a 504 Accommodation Plan this progress report will reflect any modifications in grading course content or student expectations that have been specified by the Planning and Placement Team.

Comments

I look forward to meeting with you and Adam at our conference on Monday, November 5th at 1:40 p.m.

Over the past few months, Adam has become more social in class and appears to be enjoying school. He still has a tendency to be hard on himself, but he has become better at being more positive about his abilities. He has made good progress this marking period and he should be proud of his accomplishments. When he shares his ideas and thoughts in class or small group, he makes some wonderful contributions. I encourage Adam to share more often. In reading, Adam is applying his strategies which helped with comprehension. He is including more support in his responses and I would like to see him continue working on being sure it is specific support from the text. Adam did a great job on his memoir. He is still developing his writing style and trying to add important details to his work. In math, Adam has a good understanding of the math concepts. Adam should be proud of his progress, especially in developing more self-esteem.

	1	2	3	4	Total
Absent	3	3			6
Tardy	2	1			3

Assigned to grade ______ Teacher ____________

Student Adam Lanza
School Sandy Hook
Teacher Sicbaldi,J
Year 2002 - 2003
Grade 5

CODE DEFINITIONS

Achievement of Standards

5 - Consistently Exceeds Grade-Level Concepts/Skills
4 - Independently Applies Grade-Level Concepts/Skills
3 - Consistently Demonstrates Grade-Level Concepts/Skills
2 - Inconsistently Demonstrates Grade-Level Concepts/Skills
1 - Experiencing Difficulty With Grade-Level Concepts/Skills
NA - Not Assessed At This Time

Effort, Social Development, & Work Habits

E - Exceeds Expectations
M - Meets Expectations
I - Inconsistent Effort
L - Little Effort

READING

Reads for information and understanding	4	4	
Takes critical stance	5	3	
Reads strategically	5	4	
Reads to make personal connections	4	3	
Demonstrates Effort	E	M	

WRITTEN COMMUNICATION

Writes with a purpose	5	5	
Organizes and develops ideas	4	4	
Reflects and self-evaluates	4	5	
Writes strategically	4	4	
Applies mechanics/conventions of print	4	5	
Spells assigned words correctly	4	4	
Forms and spaces letters correctly	3	3	
Demonstrates Effort	E	E	

SPEAKING & LISTENING

Participates actively in discussions	3	3	
Communicates thoughts clearly and logically	4	4	
Listens attentively and responds appropriately	3	3	
Demonstrates Effort	M	M	

MATHEMATICS

Applies problem-solving strategies	4	4	
Analyzes data	4	2	
Applies number concepts	4	4	
Applies measurement/geometry concepts	4	4	
Demonstrates Effort	M	M	

SCIENCE

Demonstrates scientific process	3	3	
Communicates understanding of systems	3	4	
Demonstrates Effort	M	M	

SOCIAL STUDIES

Demonstrates understanding of concepts	4	3	
Applies skills to develop and demonstrate understanding	4	3	
Demonstrates Effort	E	M	

HEALTH

Demonstrates understanding of concepts	NA	NA	
Demonstrates Effort			

WORK HABITS

Stays on task	E	M	
Follows direction	E	M	
Works independently	M	M	
Works well with others	M	M	
Completes class assignments on time	M	E	
Completes homework assignments on time	M	M	
Shows pride in work	E	E	
Organizes personal space and belongings	M	M	

SOCIAL DEVELOPMENT

Respects school and personal property	M	M	
Demonstrates responsibility	M	M	
Exhibits self-control of behavior and language	E	M	
Shows kindness, consideration and respect	M	M	
Demonstrates positive attitude toward school and learning	M	M	

If your child has an Individual Educational Program or a 504 Accommodation Plan this progress report will reflect any modifications in grading course content or student expectations that have been specified by the Planning and Placement Team.

NEWTOWN PUBLIC SCHOOLS - GRADE 5 PROGRESS REPORT

Comments

12/2/2002
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It's refreshing to have such a well mannered young man in our classroom.

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Adam has an excellent command of measuring time. He quickly demonstrated his understanding of complex multiplication problems, geometry and fraction topics. We need to reteach some statistical analysis especially the calculation of mean.
Unified Arts and Health grades will be reported in June.

	1	2	3	Total
Absent	4	4		8
Tardy	0	0		0
Early Dismissal				

Assigned to grade ______

NEWTOWN PUBLIC SCHOOLS
PUPIL PROGRESS REPORT - GRADES 3, 4 & 5

LAST NAME Lanza FIRST Adam SCHOOL Sandy Hook TEACHER E. Quinlan YEAR 2001 GRADE 3

Range In Reading Level n/a

H	I	J	K	L

Shaded Area Indicates Instructional Reading Level

KEY TO PROGRESS

ACHIEVEMENT	EFFORT	SUBTOPICS
E = Excellent	1 = Excellent Effort	+ Indicates Strengths
G = Good	2 = Satisfactory Effort	**No Mark** Satisfactory Progress
S = Satisfactory	3 = Capable of Better Effort	
I = Improvement Needed		✓ Improvement Needed
U = Unsatisfactory	NA = Not Applicable	

MARKING PERIOD	1 Grade	1 Effort	2 Grade	2 Effort	3 Grade	3 Effort
READING	G	2	E	1	E	1
Word Attack Skills						
Comprehension						
Reference and Study Skills						
MATHEMATICS	G	2	G+		E	1
Number Concepts					+	
Measurement / Geometry						
Problem Solving / Applications			+		+	
LANGUAGE	G	2	G	1	G+	1
Oral Expression	✓					
Written Expression			✓			
Content						
Capitalization & Punctuation						
SPELLING	E	1	E	1	E	1
Weekly Tests					+	
Application of Skills			+		+	
HANDWRITING			G	1	E	1
Forms and Spaces Letters Correctly	G	2				
Neat Legible Daily Work						
SOCIAL STUDIES *	S	1	S	1	S	1
SCIENCE *	S	1	S	1	S	1
HEALTH *	S	1	S	1	S	1

** Due to the transitional nature of grade three, achievement grades in the subject areas of Science, Social Studies, and Health are limited to "S" and "I".*

WORK HABITS

	1	2	3
Shows Pride in Work			+
Follows Direction	+	+	+
Uses Time Wisely	+	+	+
Completes Assigned Tasks	+	+	+
Works Independently	+	+	+
Is Attentive	+	+	+

SOCIAL HABITS

	1	2	3
Respects Rights of Others	+	+	+
Exhibits Self-Control (Behavior / Language)	+	+	+
Plays / Works Cooperatively	+	+	+
Is Courteous	+	+	+
Assumes Responsibilties	+	+	+
Follows School Rules	+	+	+

ATTENDANCE

	1	2	3
Days Absent	6	6	12
Days Tardy	1	4	6

Regular attendance is necessary if you wish your child to be successful in school.

Placement for Next Year To Be Announced Grade 4

TEACHER COMMENT

1st Marking Period

Adam is a quiet, conscientious student who doesn't seem anxious to call attention to himself. He is working on becoming an active participant by raising his hand to contribute answers. Adam is making good progress and seems well-liked by his classmates.

Parent's Signature Nancy J. Lanza

2nd Marking Period

Adam continues to make good progress in all subjects. Story writing is improving but is not yet at goal. Varying sentence structure will help. He's done an excellent job on BMF.

Parent's Signature Nancy J. Lanza

3rd Marking Period

Adam seemed to relax and participated frequently this marking period. Adam has shown that he can make goal in writing and his reading responses were very thoughtful. I hope he has a great summer and a healthy fourth year.

Parent's Signature

Beverly Johnsen SCIENCE 7 (08 - YR - 12345) Crs:700 Sec:700-7OR Per:08	Student Progress Report	11/1/2004 Newtown MS

Lanza, Adam (pd 1) **Student's Grade: 93% (A)**

MP1 (Numeric Total Points)

#	Task Type (no weight)	Task Name	Score	Out Of	%	Letter Grade
1	Homework	Signed Lab Safety Contract	10	10	100	A+
2	Homework	Journal #1	10	10	100	A+
3	Homework	Journal #2	10	10	100	A+
4	Homework	Journal #3	10	10	100	A+
5	classwork	Ooze experiment worksheet	10	10	100	A+
6	Homework	Length in Metric	10	10	100	A+
7	Homework	Volume in Metric	10	10	100	A+
8	Homework	Mass in Metric	10	10	100	A+
9	Homework	Temperature in Metric	10	10	100	A+
10	classwork	Metric Me	42	42	100	A+
11	Quiz	Metric Quiz	32	34	94	A
12	Homework	Elephant Observation	10	10	100	A+
13	Journal	Journals 1-10	34	34	100	A+
14	Homework	Data Three Ways	10	10	100	A+
15	Homework	Group self-assessment	10	10	100	A+
16	Homework	Data tables and graphs	18	20	90	A-
17	Homework	Figure out interim grade	10	10	100	A+
18	Homework	Signed interim	10	10	100	A+
19	Homework	Gro-Dino Lab	84	100	84	B
20	Homework	Scientific Method Study Guide	10	10	100	A+
21	Test	Scientific Method Exam	98	110	89	B+

Class Notes:
Self-directed microscope work this week. Students will quiz when ready. There will only be homework if class work for the day is not complete. See website for which assignments should be complete.

Student ADAM LANZA

School Sandy Hook

Teacher HART

Year 2001 - 2002

Grade 4

NEWTOWN PUBLIC SCHOOLS - GRADE 4 PROGRESS REPORT

CODE DEFINITION

Achievement	Effort	Standard
1 - Exceeds Standards	1 - Exceeds Expectations	+ Exceeds Standard
2 - Meets Standards	2 - Meets Expectations	* Meets Standard
3 - Progressing Toward Standards	3 - Inconsistent Effort	~ Below Standard
4 - Experiencing Difficulty	4 - Minimal Effort	

	Achievement	Effort	Achievement	Effort	Achievement	Effort	Achievement	Effort
READING	2	2	2	2	2	1	2	1
Reads for information and understanding	*		+		+		+	
Takes critical stance	~		*		*		*	
Reads strategically	*		*		*		+	
Reads to make personal connections	*		*		*		*	
WRITTEN COMMUNICATION	2	2	2	2	2	1	2	1
Writes with a purpose	*		*		+		+	
Organizes and develops ideas	*		*		*		*	
Reflects and self-evaluates	*		*		*		*	
Writes strategically	*		*		*		*	
Applies mechanics/conventions of print	*		+		*		*	
Spells assigned words correctly	*		*		*		*	
Forms and spaces letters correctly	*		*		*		*	
SPEAKING & LISTENING	2	2	2	2	2	2	2	2
Articulates clearly	*		*		*		*	
Participates actively in discussions	*		*		*		*	
Communicates thoughts clearly and logically	*		*		*		*	
Listens attentively and responds appropriately	*		*		*		*	
MATHEMATICS	2	2	2	2	2	2	2	1
Applies problem-solving strategies	~		*		*		*	
Analyzes data	*		*		*		*	
Applies number concepts	*		*		*		*	
Applies measurement/geometry concepts	*		*		*		*	
SCIENCE	2	2	3	2	2	1	2	1
Demonstrates scientific process	*		*		*		*	
Communicates understanding of stability and equilibrium	*		~		+		*	

	Achievement	Effort	Achievement	Effort	Achievement	Effort	Achievement	Effort
SOCIAL STUDIES	2	2	2	1	2	1	2	1
Demonstrates understanding of concepts	*		*		*		*	
Applies skills to develop and demonstrate understanding	*		*		*		+	
HEALTH	2	2	2	2	2	2	2	2
Demonstrates understanding of concepts	*		*		*		*	
WORK HABITS								
Stays on task	*		*		+		+	
Follows direction	*		+		+		+	
Works independently	*		+		+		+	
Works well with others	*		*		+		+	
Completes class assignments on time	+		+		+		+	
Completes homework assignments on time	+		+		+		+	
Shows pride in work	~		*		*		*	
Organizes personal space and belongings	*		*		*		*	
SOCIAL DEVELOPMENT								
Respects school and personal property	+		+		+		+	
Demonstrates responsibility	*		+		+		+	
Exhibits self-control of behavior and language	*		+		+		+	
Shows kindness, consideration and respect	+		+		+		+	
Demonstrates positive attitude toward school and learning	*		*		*		*	

If your child has an Individual Educational Program or a 504 Accommodation Plan this progress report will reflect any modifications in grading course content or student expectations that have been specified by the Planning and Placement Team.

Comments

I look forward to meeting with you and Adam at our conference on Monday, November 5th at 1:40 p.m.

Over the past few months, Adam has become more social in class and appears to be enjoying school. He still has a tendency to be hard on himself, but he has become better at being more positive about his abilities. He has made good progress this marking period and he should be proud of his accomplishments. When he shares his ideas and thoughts in class or small group, he makes some wonderful contributions. I encourage Adam to share more often. In reading, Adam is applying his strategies which helped with comprehension. He is including more support in his responses and I would like to see him continue working on being sure it is specific support from the text. Adam did a great job on his memoir. He is still developing his writing style and trying to add important details to his work. In math, Adam has a good understanding of the math concepts. Adam should be proud of his progress, especially in developing more self-esteem.

I look forward to meeting with you and Adam at our conference on Monday, April 1st at 1:40 p.m.

It was a pleasure to watch Adam come out of his shell this year and develop into an active member of the class. I enjoyed Adam's sense of humor and insightful contributions during group work. His is a conscientious student who puts forth effort to produce quality work. His writing improved as he expanded his interests into several different topics. I enjoyed working with Adam this year and I hope his success continues in fifth grade.

	1	2	3	4	Total
Absent	3	3	4	5	15
Tardy	2	1	1	2	6

Assigned to grade 5 Teacher Mr. Sicbaldi

Student Adam Lanza
School Reed
Teacher Sicbaldi,J
Year 2002 - 2003
Grade 5

CODE DEFINITIONS

Achievement of Standards
5 - Consistently Exceeds Grade-Level Concepts/Skills
4 - Independently Applies Grade-Level Concepts/Skills
3 - Consistently Demonstrates Grade-Level Concepts/Skills
2 - Inconsistently Demonstrates Grade-Level Concepts/Skills
1 - Experiencing Difficulty With Grade-Level Concepts/Skills
NA - Not Assessed At This Time

Effort, Social Development, & Work Habits
E - Exceeds Expectations
M - Meets Expectations
I - Inconsistent Effort
L - Little Effort

NEWTOWN PUBLIC SCHOOLS - GRADE 5 PROGRESS REPORT

READING

Reads for information and understanding	4	4	5
Takes critical stance	5	3	4
Reads strategically	5	4	4
Reads to make personal connections	4	3	3
Demonstrates Effort	E	M	E

WRITTEN COMMUNICATION

Writes with a purpose	5	5	5
Organizes and develops ideas	4	4	5
Reflects and self-evaluates	4	5	5
Writes strategically	4	4	4
Applies mechanics/conventions of print	4	5	4
Spells assigned words correctly	4	4	4
Forms and spaces letters correctly	3	3	4
Demonstrates Effort	E	E	E

SPEAKING & LISTENING

Participates actively in discussions	3	3	4
Communicates thoughts clearly and logically	4	4	4
Listens attentively and responds appropriately	3	3	3
Demonstrates Effort	M	M	M

MATHEMATICS

Applies problem-solving strategies	4	4	5
Analyzes data	4	2	4
Applies number concepts	4	4	4
Applies measurement/geometry concepts	4	4	3
Demonstrates Effort	M	M	M

SCIENCE

Demonstrates scientific process	3	3	3
Communicates understanding of systems	3	4	3
Demonstrates Effort	M	M	M

SOCIAL STUDIES

Demonstrates understanding of concepts	4	3	4
Applies skills to develop and demonstrate understanding	4	3	4
Demonstrates Effort	E	M	M

HEALTH

Demonstrates understanding of concepts	NA	NA	3
Demonstrates Effort			M

WORK HABITS

Stays on task	E	M	M
Follows direction	E	M	M
Works independently	M	M	M
Works well with others	M	M	M
Completes class assignments on time	M	E	M
Completes homework assignments on time	M	M	M
Shows pride in work	E	E	E
Organizes personal space and belongings	M	M	M

SOCIAL DEVELOPMENT

Respects school and personal property	M	M	M
Demonstrates responsibility	M	M	M
Exhibits self-control of behavior and language	E	M	M
Shows kindness, consideration and respect	M	M	E
Demonstrates positive attitude toward school and learning	M	M	M

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Comments

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It's refreshing to have such a well mannered young man in our classroom.

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Adam's Literary Essay is an astonishing work. His use of complex sentence structures coupled with a mature insight into the human condition clearly exceeds standards for Fifth Grade. Conversely, his written responses to nonfiction pieces in Reading needed specific details for a higher grade. I attribute this to Adam's periods of illness.
Adam has an excellent command of measuring time. He quickly demonstrated his understanding of complex multiplication problems, geometry and fraction topics. We need to reteach some statistical analysis especially the calculation of mean.
Unified Arts and Health grades will be reported in June.

6/16/2003
Adam has been participating more in our class discussions. All students have benefited from his sharing of ideas. Adam's comments demonstrated a mature awareness of social conflict as we read Roll of Thunder, Hear My Cry.
When the writing format is tied to a checklist style rubric, Adam researches, organizes and revises his written work well. He thinks of unique ways to supplement his writing, such as creating the hamster video along with his Animal Report.
Adam has a sharp mind for solving math problems. He grasps the more in-depth concepts quickly. In test situations he should stop and ask himself, "Does this make sense?". For example, he could self-question to make sure he can distinguish between area questions and volume questions. Then he makes the correct choice.
Adam became a class leader in the area of manners. Following a brief Morning Exercise, Adam began holding the door for staff member and modeled asking for permission to use anyone's supplies.

	1	2	3	Total
Absent	4	4	1	9
Tardy	0	0	0	0
Early Dismissal				

Assigned to grade 6

General Music Progress Report

Newtown Public Schools

A reflection of continuous learning

2002/2003

First Name: Adam **Last Name:** Lanza **Grade:** 05

Music Teacher: Tenenbaum, Michelle **Classroom Teacher:** Sicbaldi,J **School:** REED INTERMEDIATE

Standards:	Progress: Marking Period 1	Progress: Marking Period 3
Reads and performs rhythms in different meters		4
Maintains a steady beat		4
Sings songs with various intervals on pitch		4
Responds to a variety of music through creative or directed movement		4
Plays melodies and/or accompaniments on pitched or un-pitched instruments		4
Demonstrates respect, a positive attitude and self control		E

Comments:

Consistently exhibits good effort

Code definitions:

Achievement of Standards

5 - Consistently Exceeds Grade-Level Concepts/Skills
4 - Independently Applies Grade-Level Concepts/Skills
3 - Consistently Demonstrates Grade-Level Concepts/Skills
2 - Inconsistently Demonstrates Grade-Level Concepts/Skills
1 - Experiencing Difficulty With Grade-Level Concepts/Skills
NA - Not Assesed At This Time

Effort, Social Development, & Work Habits

E - Exceeds Expectations
M - Meets Expectations
I - Inconsistent Effort
L - Little Effort

10020012

Physical Education Progress Report

Newtown Public Schools

A reflection of continuous learning

2002/2003

First Name: Adam | Last Name: Lanza | Grade: 5

P.E. Teacher: Lupo/Huot | Classroom Teacher: Sicbaldi,J | School: Sandy Hook

Standards:	Progress:	
Personal and Social Responsibility		
Follows classroom rules, activity specific rules and safety practices	M	M
Displays good sportsmanship in various physical activity settings	E	E
Works cooperatively and productively with peers of varying skill levels to complete an assigned task	M	M
Physical Fitness and Motor Skills		
Performs motor skills at age-appropriate levels	3	3
Regularly completes fitness activites	4	3

Comments:

Consistently exhibits good effort

Follows directions well

Code Definitions:

Achievement of Standards

5 - Consistently Exceeds Grade-Level Concepts/Skills
4 - Independently Applies Grade-Level Concepts/Skills
3 - Consistently Demonstrates Grade-Level Concepts/Skills
2 - Inconsistently Demonstrates Grade-Level Concepts/Skills
1 - Experiencing Difficulty With Grade-Level Concepts/Skills
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I - Inconsistent Effort
L - Little Effort

NEWTOWN SCHOOLS PUPIL PROGRESS

STUDENT Lanza, Adam YEAR 2001-02 GRADE 4

TEACHER L. Gunn

ART EDUCATION PROGRESS REPORT

MARKING PERIOD	SECOND	THIRD
Cooperation	E	E
Participation / Effort	E	E

GRADING KEY

E = Excellent *G = Good* *S = Satisfactory*
I = Improvement *U = Unsatisfactory*

Teacher's Comments:

Teacher's Comments:
Excellent year Adam!

TEACHER B. Bjorklund

LIBRARY / MEDIA EDUCATION PROGRESS REPORT

MARKING PERIOD	SECOND	THIRD
Cooperation	G+	E
Participation / Effort	G+	G+

GRADING KEY

E = Excellent *G = Good* *S = Satisfactory*
I = Improvement *U = Unsatisfactory*

Teacher's Comments:

Teacher's Comments:
Adam, you've done a nice job in your research. Good note-taking skills.

TEACHER P. Beierle

MUSIC EDUCATION PROGRESS REPORT

MARKING PERIOD	SECOND	THIRD
Cooperation	G	G
Participation / Effort	G	G

GRADING KEY

E = Excellent *G = Good* *S = Satisfactory*
I = Improvement *U = Unsatisfactory*

Teacher's Comments:

Teacher's Comments:

TEACHER P. Lupo. J. Huot

PHYSICAL EDUCATION PROGRESS REPORT

MARKING PERIOD	SECOND	THIRD
Cooperation	E	E
Participation / Effort	E	E

GRADING KEY

E = Excellent *G = Good* *S = Satisfactory*
I = Improvement *U = Unsatisfactory*

Teacher's Comments:

Teacher's Comments:

The Newtown Public Elementary Schools formally evaluate students in Art, Music, Physical Education, and Library / Media in grades four and five.

Mrs. Johnsen
Mr. Ventresca
Mrs. Beierle
Miss Mulligan

Name: Adam Lanza
Quarter: 1

Cluster 7Orange
Student's Conference Assessment

1. Three of my strengths are:
   a. Problem solving
   b. writing
   c. reading
2. Three things with which I have difficulty are:
   a. graphs
   b. charts
   c. tables
3. My comments about my progress in Science are: I do not have a hard time.

Estimated Grade in Science = 93

4. My comments about my progress in Math are: I think I am doing well.

Estimated Grade in Math= 83

5. My comments about my progress in Language Arts are: I would have a 98 'S I did not make careless mistakes on one test that I tried to not make mistakes on.

Estimated Grade in Language Arts= 98

6. My comments about my progress in Social Studies are: It is not too hard.

Estimated Grade in Social Studies= 95

7. My action plan for success during the next quarter is: To get over a 93 in math.

8. I would currently rate myself as a student who is: (very dissatisfied) 1 2 (3) 4 5 (very satisfied)

9. At the end of the next quarter I hope to rate myself: 1 2 3 4 (5)

10. How do my progress and my action plan reflect my mission statement? I think that I am doing well to achieve it.

Parent's Signature: Nancy J Lanza
Date: 10/28/09

Name ___________

Date 1/31/04

SS- A

A TYPICAL EUROPEAN TOWN PROJECT

TASK: You are reading literature circle books that take place in a European country. Your job is to create a typical town, village or city in the country that the setting of your book takes place in. You must draw a colorful diagram of the town with a key included. Draw a rough draft first. If you are choosing to go above standard you may create a model of the town in addition to the drawing.

PROCEDURE:

1. Answer the following questions factually about your town. Use your Geography book and any other resources help you answer the questions. The answers to the questions should be based on what a typical town or city is like in your assigned country.
    1. Name the products that your city manufactures and/or exports.
    2. What are the most important parts of your city? (landmarks, parks, schools, businesses, shops, police station, etc.)
    3. Name your city. Name the country your city is in.
    4. Describe the climate of your city.
    5. Describe the people of your city. (What do they do to earn a living? What do they do in their free time?)
    6. Look in your Literature Circle book for passages that refer to the setting of the country, town, or city. Write three passages and their page numbers that describe the setting.
2. After answering these questions, write 3-5 paragraphs that explain in detail the answers to each question. Typed, please.
3. Draw a detailed, colorful diagram of your town, city or village. Include a key to explain the information on the diagram.
4. Extra Credit: Create a high-quality, 3-D model of your typical town.

Due: Monday

PERFORMANCE STANDARDS

Students will:	Above Standard		Standard		Below Standard		No Attempt	
	T	S	T	S	T	S	T	S
**Answer all 6 questions in a well-developed, detailed, 3-5 paragraph essay.	✓			✓				
Draw a colorful and detailed diagram of city with a key included.			✓	✓				
***Create a high-quality, 3-D model of city.								
Write without spelling or grammatical errors.			✓	✓				

** = You can **go above standard** if the essay is written with extreme detail and fluency.
***=Extra Credit- **Go above standard**

Above standard= +10
Standard= 80
Below Standard= -10
No Attempt= -20

80

90

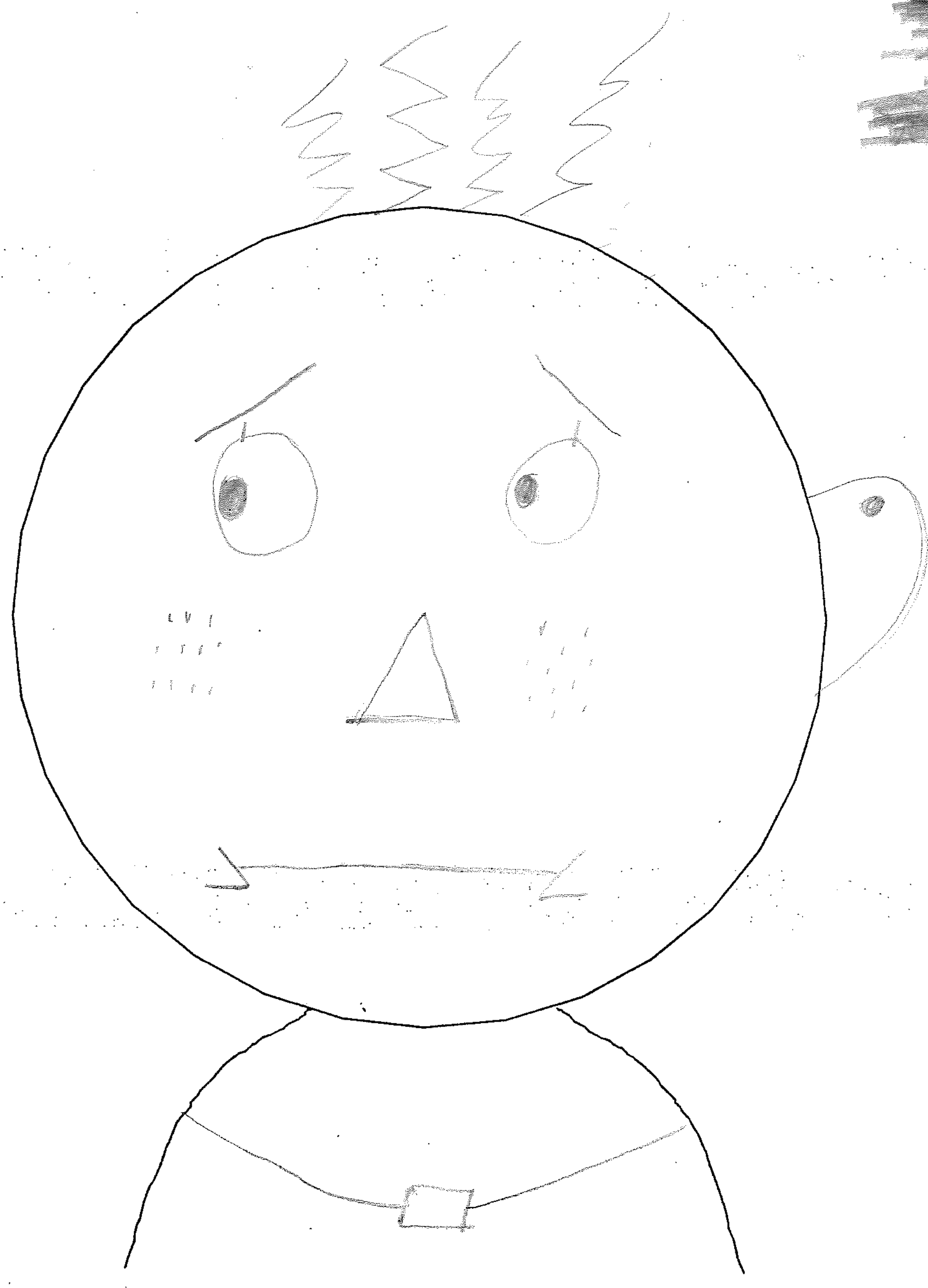
Adam [redacted]
10/14/03
L.A.C
Mrs. Str[redacted]

1. chocolate
2. different
3. generous
4. listening
5. luckily
6. mathematics
7. positive
8. restaurant
9. revalation X
10. temperature
11. usually
12. vacuum
13. vegetable

92

Way to Go!

[redacted]



adam

Hamza

Adam [illegible] (5)

Name- Adam [illegible]
Period- S.S. - A
Date- 9/16/03

"PREJUDICE: THE MONSTER WITHIN"

In the space below, write a minimum of five questions that pop into your head while you are watching the video.

How is favoritism prejudice?
Native Americans had to act like whites?
Americans in Japan would be resented by others?
Americans are still mad at Japan?
What does "we jewed him down." mean?

In the space below write a reaction to the video "Prejudice: The Monster Within". What did you learn from the video both on a cognitive level and an emotional level?

I feel that some people have terrible stories about their life, but some are [illegible]. I [illegible] [illegible] should be [illegible], but things like the Haulocaust is just [illegible]!

Adam Lunga
9/18/03
L.A.-C

Do you feel that you're ever one year younger? How.

How long does it take you to notice the age you are?

Do you speak like you are 4?

Do you ever want to be invisible.

why do you think she keeps counting her past ages?

Name ________ Date 9/4/03

Social Studies Vocabulary

Define the following vocabulary words:

1. Nationality
   The status you have in a country by having been born there or by becoming a citizen.

2. Prejudice
   An opinion or a judgement formed unfairly or without knowing all of the facts.

3. Bias
   Prejudiced, or favoring one person or point of view more than another.

4. Tradition
   The handing down of customs, ideas and beliefs from one generation to the next.

5. Discrimination
   Prejudice to others based on age, race, gender, etc.

6. Racism
   Someone who thinks one group is better than another.

7. Bigotry
   Someone who opposes a group of people for their nationality or religon.

[illegible]
9/3/03
S.S.-A

What is a stereotype?

A stereotype is what people say about you just because of your ansectry. An example is that everyone thinks every Japanese boy is a blackbelt in Kung Fu, and all italians eat pizza all day.

A generalisation about a group of people.

Name Adam Lanza   Date 9/7/03

Social Studies Vocabulary

Define the following vocabulary words:

1. Customs

   A usage or practice common to many or to a particular place.

2. Ethnic Background

   the cultural background to someone.

3. Stereotype

   To insult or make fun of someone/someones background

4. Ancestry

   Line of descent.

5. Diversity

   the condition of having a variety.

6. Multicultural

   celebrating numerous cultures.

Name Adam [illegible] Date 9/26/13 Time

ing Bar Graphs

Study Link 1.6

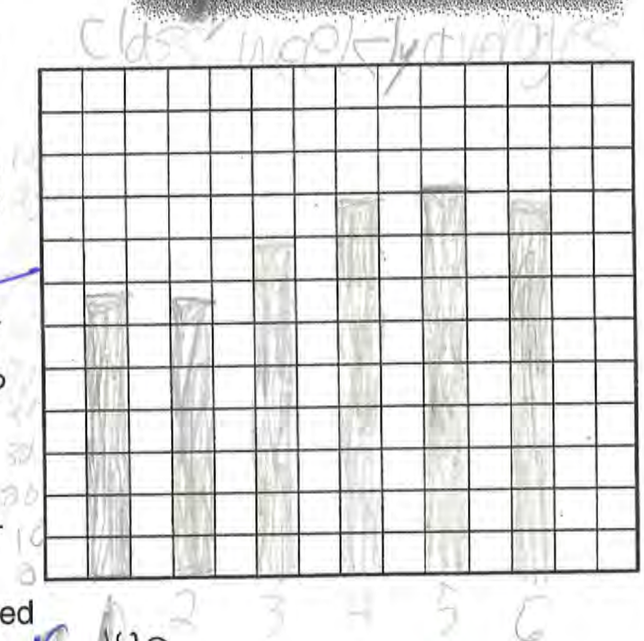
SRB 132

100

Every week, Ms. Penczar gives a math quiz to her class of 15 students. The table at the right shows the class's average scores for a six-week period.

Week	Class Average
1	68
2	66
3	79
4	89
5	91
6	88

1. Draw a bar graph that shows the same information. Be sure on give the graph a title and to label each axis. 20p



Use the bar graph you just drew to answer the following questions.

2. The highest average score occurred in Week 5. C 10p

3. The lowest average score occurred in Week 2. C 10p

4. How many times was there an improvement from one week to the next? 10p

   3 times C

5. How many times was there a decline from one week to the next? 10p

   2 times C

6. The greatest one-week improvement occurred between Week 2 and Week 3 X 10p

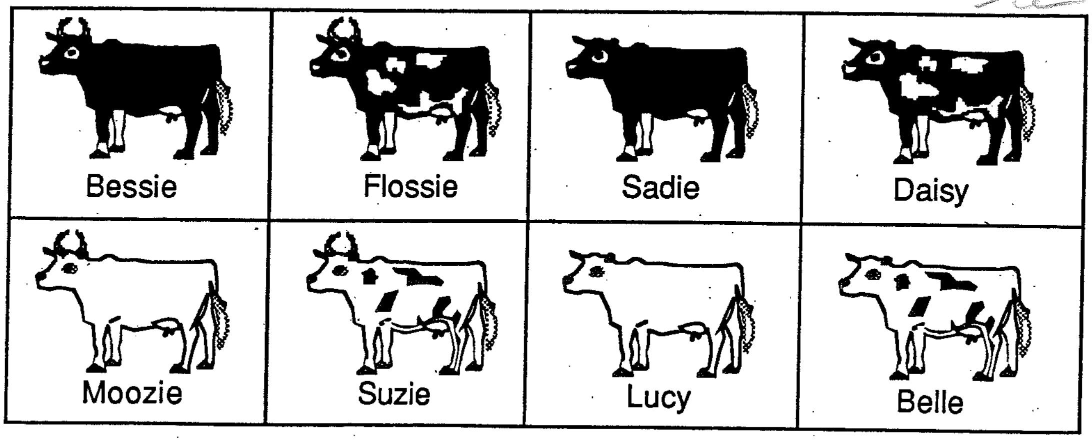
7. There was little improvement in the class average after Week 4. C 10p

8. Name a possible set of scores for Ms. Penczar's ~~15~~ 5 students that would result in the class average given for Week 2. 20p

   44 44 88 88 66
   65 66 66 66 67
   66 66 66 66 66 C

OVER HERD

★★



Can you name each cow?

1. One cow was missing at feeding time. It was black and did not have spots or horns. Which cow was missing?

   Sadie

2. The first cow to get to the water trough was white with spots and horns. Which cow was first?

   Suzie

3. One sick cow was visited by the vet. Its white spotless coat seemed pink with fever. Even its horns were drooping. Which cow was ill?

   Lucy

4. The cow that was usually first to be milked was black, with spots and without horns. Which cow was it?

   Daisy

5. The cow that was usually last to be milked was black, with horns and without spots. Which cow was it?

   Bessie

6. One cow won a blue ribbon at the county fair. It was white and had spots but no horns. Which cow won the blue ribbon?

   Belle

7. The white cow with spots and horns wears a bell around its neck. Which cow is it?

   Suzie

8. Two cows were strolling in the barnyard. One was black, with spots and horns. The other was white, without spots or horns. What were their names?

   Flossie & Lucie

9. Two cows won red ribbons at the county fair. One cow was black, with horns and without spots. The other cow was black, with spots and without horns. Which cows won red ribbons?

   Bessie & Daisy

Adam [illegible]

Science-D

Balloon Rocket Tests

Test 1

Group	Distance in meters	Observations
1	7	More air, more flight.
2	7.9	Did flip.
3	5.7	Did not go as far as others
4	8	Went far
5	1.75	crashed [illegible]
6	7.5	[illegible]
7	[illegible]	slow [illegible]

no wind

Test 2

Group	Distance in meters	Observations
1		[illegible]
2	8.75	Small [illegible]
3	1.4	3 balloons [illegible]
4	6.5	went far!
5	13.85	We rock!
7.4 6	[illegible]	[illegible] 2nd balloon
7	[illegible] 3.55	Only flip!

Adam [illegible]
2/11/03
S.S.-A

Everyone wants to be perfect. People want to be the best at everything. Everyone wants to be rich and famous.

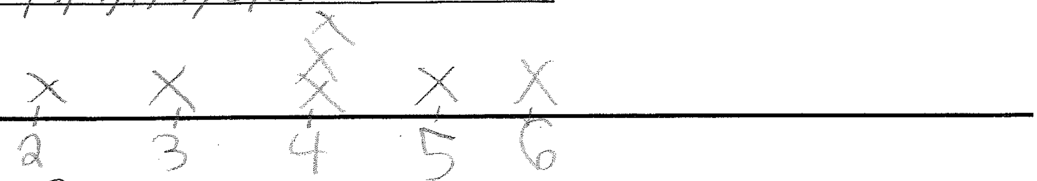
A good student is kind and courteous. They will not disobey the teacher in any way. A good student keeps up on homework.

Adam Lange 9/5/03

Warm –up Handout

Draw a line plot and give the landmarks for the following data sets.

✓ 1) set: 6,4,4,5,4,3,2
Name: 2, 3, 4, 4, 4, 5, 6.

✓ 

Line plot

✓ Minimum: 2

✓ Maximum: 6

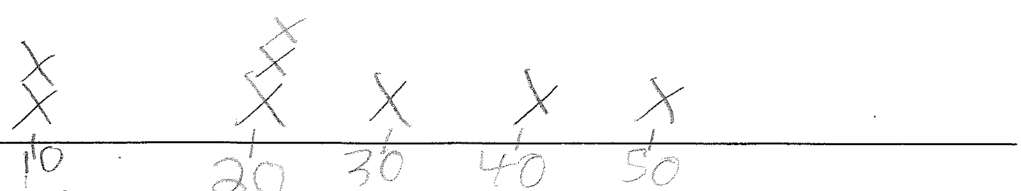
✓ Mode: 4

✓ Range: 4

✓ Median: 4

X Mean: 4.~~[illegible]~~

✓ 2) set: 10,20,30,20, 10, 40,50, 20
Name 10, 10, 20, 20, 20, 30, 40, 50.

✓ 

Line plot

✓ Minimum: 10

✓ Maximum: 50

✓ Mode: 20

✓ Range: 40

✓ Median: 20

✓ Mean: 25

$$6 \overline{)28} = 4.66\overline{6}$$

-24
40
-36
40

$$8 \overline{)200} = 25$$

-16
40
-40
0

$$8 \overline{)200} = 25$$

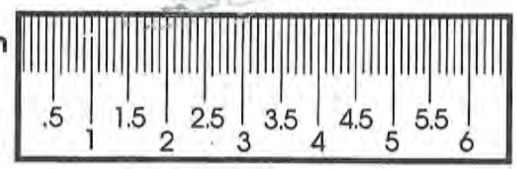
-16
40
-40
0

Skill: millimeters and centimeters

Metric Units of Length - I

9/4/03

Name Adam Lenzo



1 cm = 10 mm

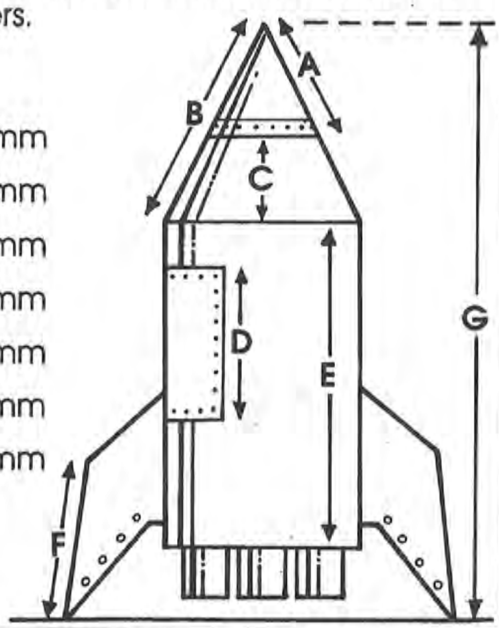
Hint: If it's .5 or greater, round up to the next cm. If it's less than .5, round down.

A. Complete each conversion.

30 mm = 3 cm	8.5 cm = 85 mm	50 mm = 5 cm
80 mm = 8 cm	38 mm = 3.8 cm	5.9 cm = 59 mm
14.2 cm = 142 mm	4.7 cm = 47 mm	900 mm = 90 cm
65 mm = 6.5 cm	3.2 cm = 32 mm	2.9 cm = 29 mm

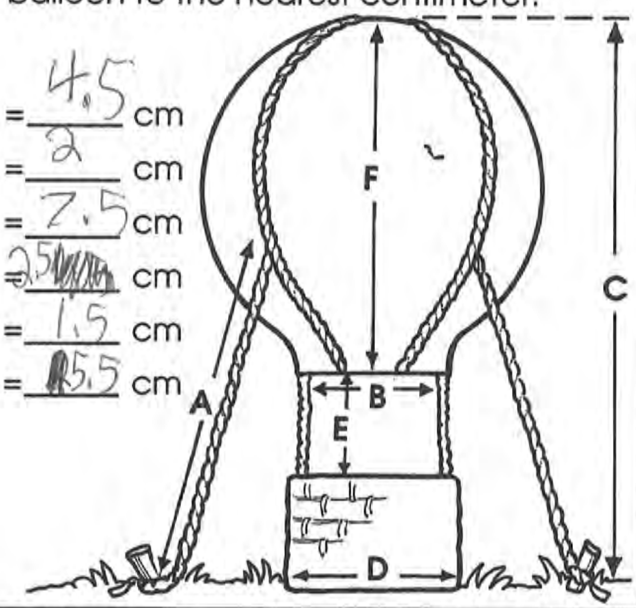
B. Measure each section of this rocket in millimeters.

A = 30 mm
B = 30 mm
C = 10 mm
D = 20 mm
E = 45 mm
F = 20 mm
G = 80 mm



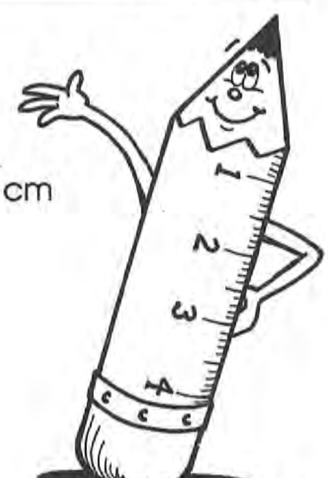
C. Measure each section of this hot air balloon to the nearest centimeter.

A = 4.5 cm
B = 2 cm
C = 7.5 cm
D = 25 cm
E = 1.5 cm
F = 5.5 cm



D. Measure in millimeters and to the nearest centimeter.

1. Width of your thumbnail – 11 mm 1.1 cm
2. Distance between your eyes – 40 mm 4 cm
3. Length of the pencil you're using right now – 145 mm 14.5 cm
4. Thickness of your front door – 30 mm 3 cm
5. Length of a book – 107 mm 10.7 cm
6. Length of a mailbox – 510 mm 51 cm
7. Width of your favorite photograph – 178 mm 17.8 cm
8. Length of your shoe – 280 mm 28 cm



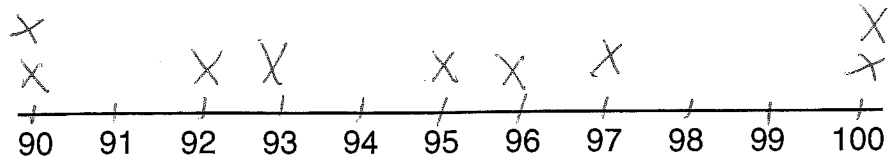
Name Adam Lama Date 9/3/03 Time

Mystery Line Plots and Landmarks

Study Link 1.2

SRB 128 130

1. Draw a line plot for the following spelling test scores.
100, 100, 95, 90, 92, 93, 96, 90, 94, 90, 97



2. The mode of the above data is 90.

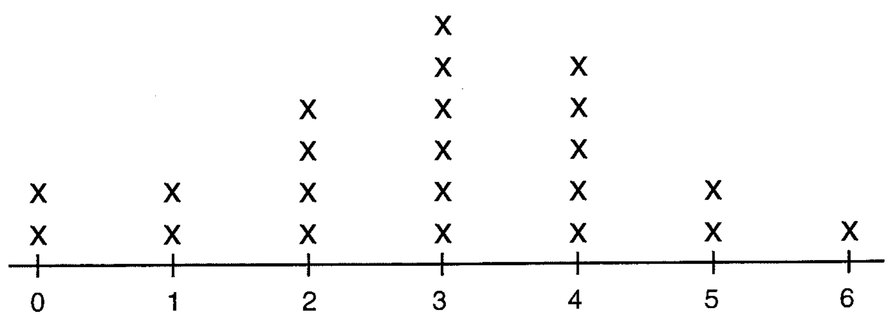
Mr. Martinez surveyed his health class. He asked the following questions:

A. About how many hours do you sleep each night?

B. About how many glasses of milk do you drink per day?

C. What is your heart rate in beats per minute after exercising for one minute?

Tomás sketched a line plot (see below) of the class results for one of the questions, but he forgot to label his line plot.



3. The **minimum** of the data is ~~6~~.

4. The **maximum** of the data is ~~3~~.

5. The **range** of the data is ~~8~~.

6. Which of the questions do you think is represented by his line plot? Glasses of Milk per day.

Explain your reasoning.
You cannot live with that little heart beats.
It is impossible to never sleep.

9.00
20 | 2.00
9.00

2.00
7.00
20 | 4.00
6.00
1.00

9.00
16 | 7.00
+
56.00

56
10 | 5600
-50
60
-60
000

[illegible]

Aidan Lanza
8/28/63
S.S. - A

What is Social Studies? It is many things. It can be history, geography, culture, life, economy and even more. From the world of the dinosaurs, to the planet we tred on now, many parts tie to Social studies.

Social Studies is very important. It can help us predict the geographical differences in the future. The past could also teach us not to make the mistakes that others before us have chosen. And, it is just plain amusement to learn, some even collect historic objects.

I will create more accurate notes this year to study off of. I may even learn a little extra on my own based off of what I learn. There is nothing anyone needs to know about me for them to teach.

Great plan!

✓+

S.S.-A

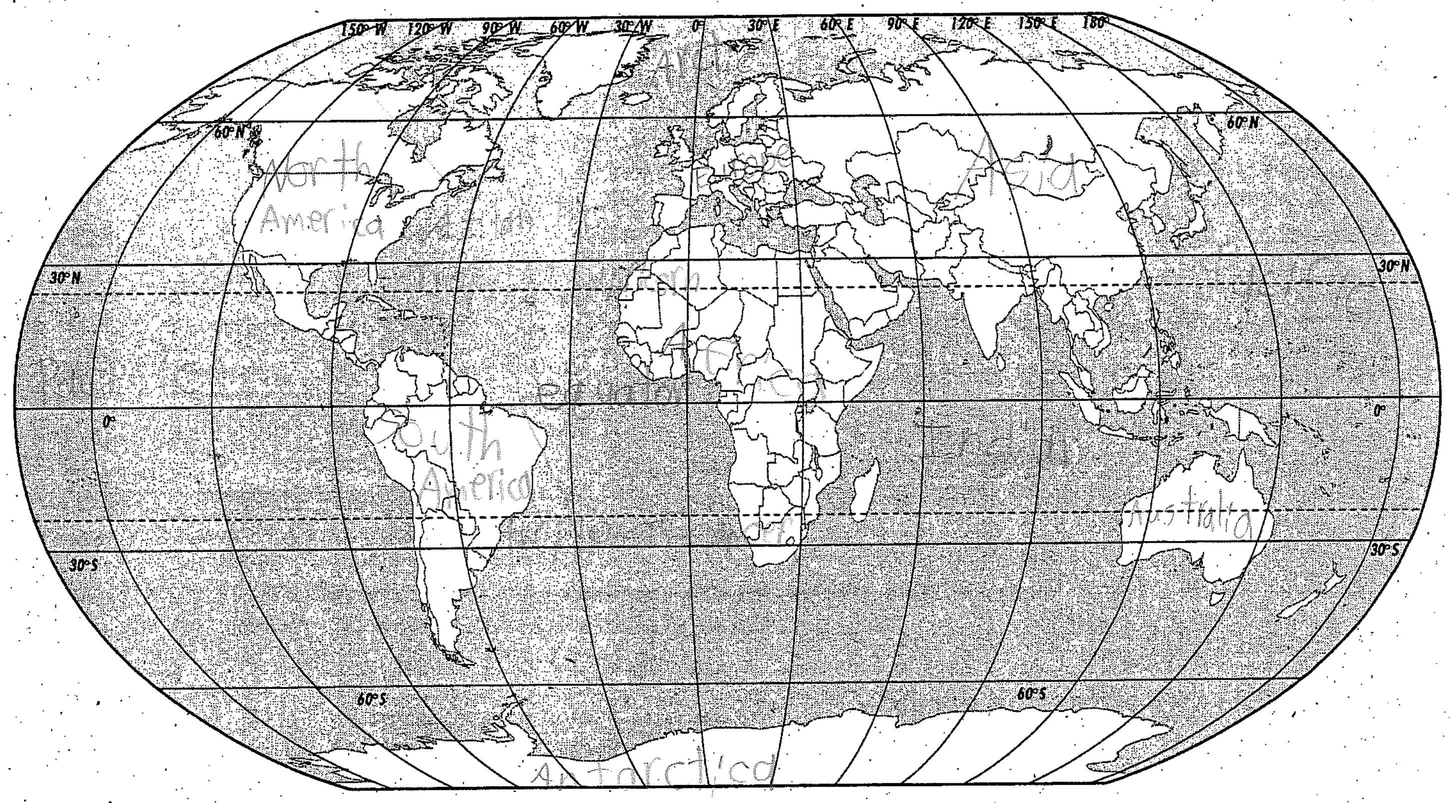
Junior Scholastic.

GeoSkills Quiz

Name: Adam Lanza 8/29/03

START AN ADVENTURE IN GEOGRAPHY

Throughout the year, *Junior Scholastic* will report on the important people, places, and events that make news all over the world. But can you find your way around your own planet? Test your knowledge using the map below and by answering the following questions.



QUESTIONS: CONTINENTS AND OCEANS

Write the answers to questions 1-3 on the map. Write the answers for questions 4-10 on the lines provided.

√ **1.** Write the names of Earth's seven continents in the correct places on the map.

√ **2.** Write the names of the following oceans in the correct places on the map: Arctic, Atlantic, Indian, and Pacific.

X **3.** Write the names of the following lines of latitude in the correct places on the map: the equator, the Tropic of Cancer, and the Tropic of Capricorn.

√ **4.** Which continent is the largest? Asia

√ **5.** Which continent is the smallest? Australia

√ **6.** Which continent has the most people? Asia

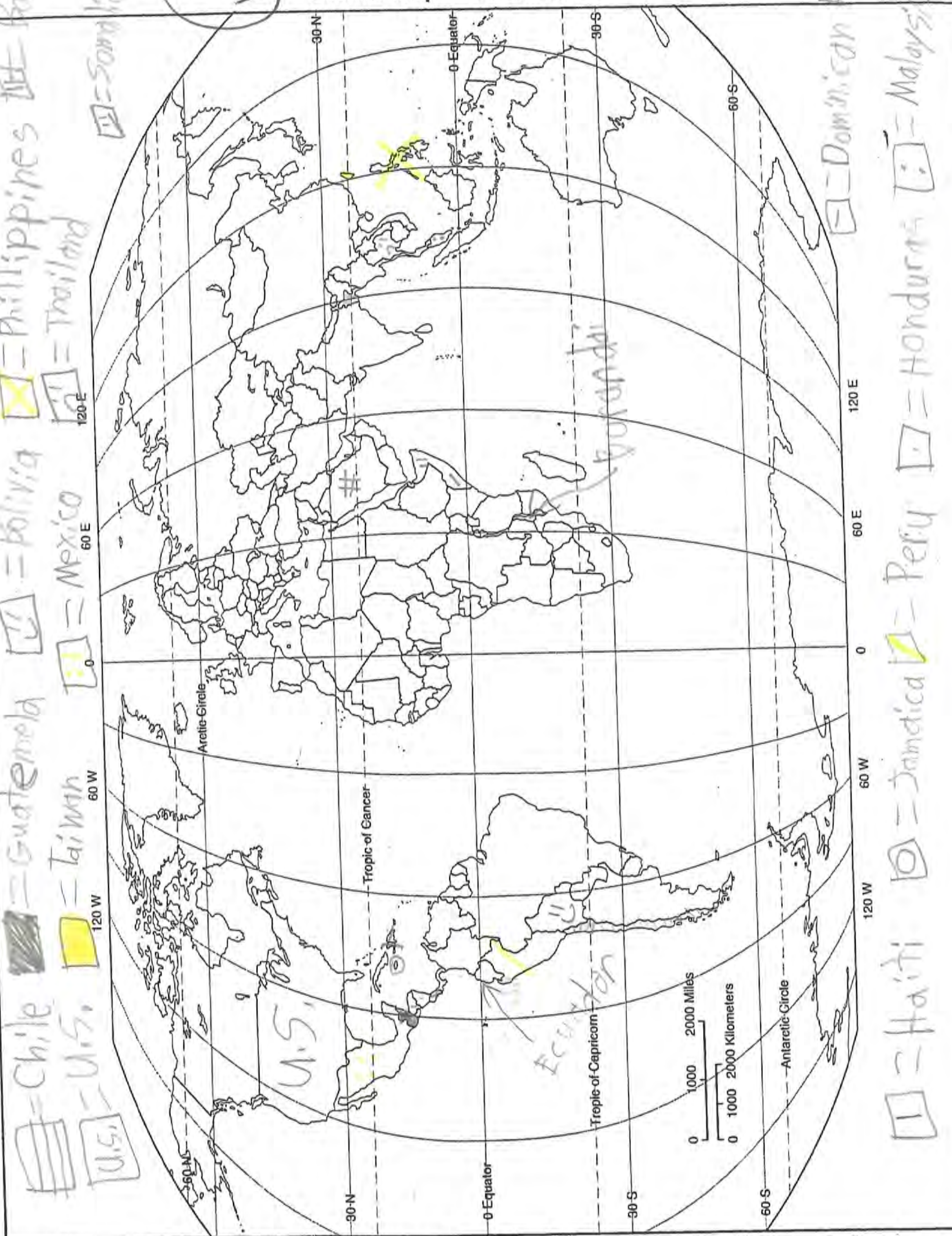
√ **7.** Which continent has the fewest people? Antarctica

X **8.** Australia and New Zealand are part of what geographic region? Australia

√ **9.** How many continents does the Tropic of Cancer pass through? 3

√ **10.** Which continent is located below 60°S? Antarctica

Outline Map 1 The World



= Chile = Guatemala = Bolivia = Phillippines = Bangladesh
= U.S. = Taiwan = Mexico = Thailand = Somalia
= Algeria
= Costa Rica
= Haiti = Jamaica = Peru = Honduras = Dominican Republic = Malaysia

Name Adam [illegible] (36/36) Date 8/28/03

5)30 ✓ 6	6)6 ✓ 1	8)48 ✓ 6	9)36 ✓ 4	4)24 ✓ 6	9)27 ✓ 3	9)45 ✓ 5	7)63 ✓ 9	5)35 7
9)54 ✓ 6	4)8 ✓ 2	7)14 ✓ 2	3)21 ✓ 7	8)64 ✓ 8	6)24 ✓ 4	4)20 ✓ 5	5)20 ✓ 4	6)18 ✓ 3
8)8 ✓ 1	6)30 ✓ 5	3)9 ✓ 3	8)72 ✓ 9	8)40 ✓ 5	5)0 ✓ 0	7)28 ✓ 4	6)48 ✓ 8	3)6 ✓ 2
9)18 ✓ 2	7)42 ✓ 6	8)16 ✓ 2	2)8 ✓ 4	2)16 ✓ 8	6)54 ✓ 9	9)72 ✓ 8	9)81 ✓ 9	3)24 ✓ 8

Name Adam [illegible] (36/36) Date 8/28/03 F1

3 x4 12	9 x9 81	8 x1 8	8 x8 64	7 x9 63	8 x2 16	2 x7 14	6 x8 48	1 x0 0
4 x8 32	7 x3 21	8 x9 72	4 x7 28	7 x6 42	9 x5 45	5 x7 35	7 x 7 49	5 x5 25
1 x 9 9	7 x 4 28	8 x7 56	6 x6 36	4 x6 24	8 x3 24	6 x9 54	1 x 4 4	2 x6 12
9 x2 18	5 x 4 20	6 x1 6	8 x6 48	3 x6 18	4 x9 36	5 x6 30	0 x8 0	7 x2 14

[redacted]

10/17/03
Ms. Strait

GIVE YOUR BODY A BREAK

If you ran off this morning without even brushing against the breakfast table, your body would like to have a few words with you.

While you were off in dreamland, your body was busy working. It would like you to please feed it a good breakfast. If you don't, your body may make you feel sluggish, irritable, and weak as the morning goes on. Who wants that?

Well, you may be surprised to learn that you can still eat breakfast even on days when you think you don't have time.

To begin, check the group that best describes your breakfast eating habits:

___ Breakfast-on-the-run
_X_ Sit-down-with-the-family
___ I-never-eat-breakfast
___ Gourmet
_✓_ Other

Skippy Peanut Butter on sliced Bamboo Chutes

Write down everything you ate or drank yesterday morning from the time you woke up until noon under the A.M. Foods.

Sunday Morning...

Good Morning — Noon — Good Night

A.M. Foods	P.M. Foods
Domino Pure Cane Sugar Packet	
Hoods 2% reduced Fat milk	
IBC 12 oz Root Beer	
[redacted]	
B&M ORIGINAL Baked Beans	
Chocolate glazed Ring Stop & Shop donut	
Diamond Crystal Brand Iodized Salt	

x3

Nutrients supplied by the breakfast you ate:

Folate	Riboflavin	Potassium
Magnesium	Retinoids	Phosphorus
	Ergocalciferol	Sugar
Silicoaluminate	Calcium	Sodium
Dextrose	Iodine	Protein

[redacted]

Adam Laza
9/11/03
Science-D

1. Some changes made the balloon go farther, like fishing line would put less friction to make it stay back. Though, things like having 3 balloons would not work because of the different wind pressure.
2. Ours did go farther. At first, the distance was 1.75, but the other was 13.85 meters. There was less straw, one side of the yarn was higher than the other, and the wind was with the balloon, a powerful gust.
3. The first time, the straw was crooked, which made the balloon go diagonal, and not far at all. It probably could have more air too. Another reason is probably the lack of straw in the first one.
4. We could use fishing line, use a balloon that inflates more, and even, we could have gotten rid of every bump on the fishing line, somehow.
5. I learned that balloon rockets existed, but also other things. Aredynamics and weather are probably crutial information to know for inflated objects.

Adam [illegible]
8/28/03
L.A.-C

What is L.A.?
Why do we need to learn it?
Why do we need to write?

Language Arts is a class to study language.
~~You can learn about~~
We need to learn Language Arts to write. If we did not have Language Arts, how would we know how to communicate through writing."
We need to read & write to communicate.
People can read other peoples words. If you can't read, you cannot learn.
People cannot keep repeating themselves forever.

(No subject specified) Inbox

Richard <noviar@newtown.k12.ct.us> show details Aug 24 (3 days ago)

Here you go!

Adam Lanza.jpg
1159K View Download

Reply Forward

Mrs. Johnsen
Mr. Ventresca
Mrs. Beierle
Miss Mulligan

Name: Adam lanza
Quarter: 1

Cluster 7Orange
Student's Conference Assessment

1.Three of my strengths are:
  a. Problem solving
  b. writing
  c. reading

2.Three things with which I have difficulty are:
  a. graphs
  b. charts
  c. tables

3. My comments about my progress in Science are: I do not have a hard time.

Estimated Grade in Science = 93

4. My comments about my progress in Math are: I think I am doing well.

Estimated Grade in Math= 83

5. My comments about my progress in Language Arts are: I would have a 98 is I did not make careless mistakes on the test that I tried to not make mistakes on.

Estimated Grade in Language Arts= 98

6. My comments about my progress in Social Studies are: It is not too hard.

Estimated Grade in Social Studies= 95

7. My action plan for success during the next quarter is: To get over a 93 in Math.

8. I would currently rate myself as a student who is: (very dissatisfied) 1 2 (3) 4 5 (very satisfied)

9. At the end of the next quarter I hope to rate myself: 1 2 3 4 (5)

10. How do my progress and my action plan reflect my mission statement?
I thinks that I am doing well to adchieve it.

Parent's Signature: Nancy J Lanza
Date: 10/28/04

NAME Adam [illegible]

PERIOD 5, 9, A

DATE 2/19/04

95

1. Name the 12 countries that make up the Commonwealth of Independent States, or the former Soviet Union.

2. What mountains separate Russia into the continents of Europe and Asia?

3. Name a sea completely surrounded by land.

4. Name an island north of Russia

5. Name a plateau.

6. Name a plain.

7. What country in the Commonwealth would you like to know more about?

8. What questions do you have about the Commonwealth?

9. Based on your knowledge of this area, where would you most like to live? Why?

10. About how many miles is Belarus from Kyrgystan?

11. Write down what you know about communism.

addm... [illegible]
2/19/04
S.S.-A

1. Belarus
Ukraine
Moldova
Armenia
Azerbaijan
Turkmenistan
Uzbekistan
Tajkstan
Kyrgyzstan
Kazakstan
Russia

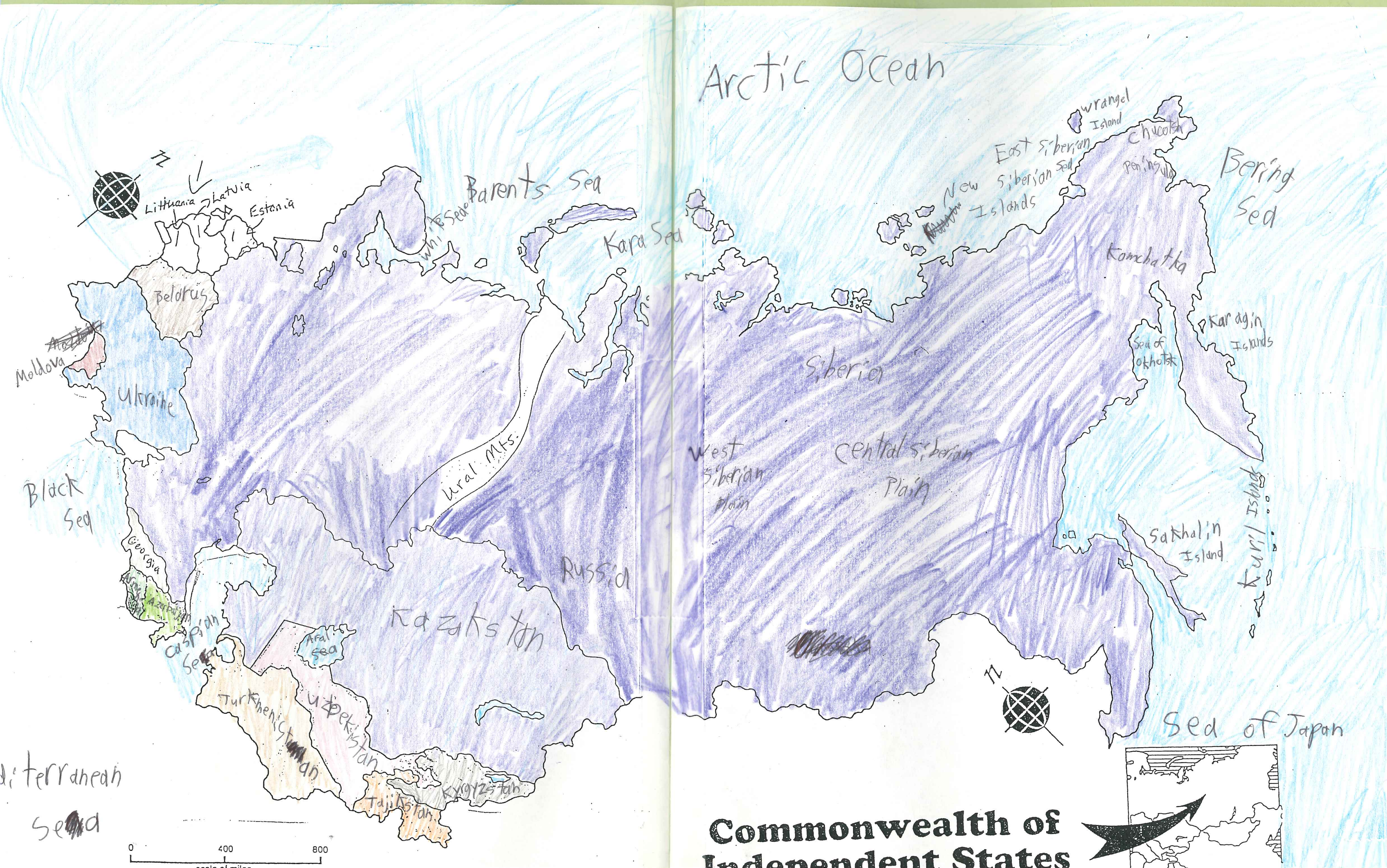
missing one
-5

2. The Ural Mountains.
3. The Aral Sea.
4. Wrangel Island.
5. West Siberian Platey.
6. Central Siberian plain.
7. Kazakstan.
8. How many sq. miles is the CIS?
9. I would like to live in Russia. I want to be a guard.
10. 2,000 Miles.
11. Communism is a form of government. It gives everyone equal money. A grocery bagger would get as much money as a doctor. Communism has been a concern in Cuba. The leader, Fiddel Castro is said to be troube. Most communists are in Asia. China is a country led by communists. It is good for some, and terrible for others.

Adam Lanza
2/18/04
S.S.-A

Map of CIS

√+



Commonwealth of Independent States

Name____________________ Period____

Date____________________

Diversity

Please answer each question in full sentences on a separate sheet of paper.

1. What is prejudice? (10 points)
   Give an example of prejudice both throughout history and today. (20 points)

95

2. What problems do prejudice create? (10 points)
   What can you do to combat prejudice? (10 points)

3. What is a stereotype? (10 points)
   Name at least two examples of stereotypes and explain why they are wrong. (20 points)

4. Explain what diversity means. Choose from two or more of these terms to help explain what diversity is- *tradition, multicultural, ethnic background, customs, ancestry* (20 points)

Ashu [illegible]
9/24/03
SS.-A

1. Prejudice is the practice of someone thinking one group is better than another. Prejudice has always happened. Hitler had a prejudice about Jewish people and thought tall, blue eyed blonds to be a superior race of humans. Today, some people in Africa have a prejudice about any white they see and will kill them.

C

2. Prejudice can cause people to kill one another, like some Africans to every white. Also, people may break alliances, like in the Koreas. To beat down prejudice, you can try to make friends that are not your size, color, same nation, etc. Maybe, if you are going to be a street performer, you can get a license and sometimes play stereotype busters with the crowd. -Good idea!

C

3. Stereotyping is when someone judges you by your likes, looks and ethnic background. Some stereotypes are "computer obsessors are dumb, glasses wearing nerds" and "people who wear glasses are geeky," which are both not always true. My brother and 8 friends of his I can remember are all in the N.H.S. Tech club and none of them are nerds, though most do wear glasses by coincidence. For the geeky glasses wearers, Mr. Sicilaldi is the smartest person I know and he wears glasses, so that make him cool. Though, if you say all people who wear glasses are brilliant, you make a new stereotype.

it's a generalization about.. -5

C

adam Lunn
9/29/03
S.S.-A

4. Diversity is the condition of a variety. Ancestry and customs can be different, so they have a diversity.

Adam [illegible]
9/25/03
S.S.-A

Customs: A usage or practice common to many or in a particular race. The Indians have many __Customs__.

Ethnic Background: The cultural background to someone. "What is your __Ethnic Background?__"

Stereotype: To insult or make fun of someone/someones background. Saying "People who like computers are nerds" is a __stereotype__.

Ancestry: Line of descent. "You will create a project about your __ancestry__."

Diversity: The condition of a variety. My classroom peers [illegible] have a __diversity__.

Adam Lanza
9/25/03
S.S.-A

Multicultural: Celebrate (celebrating) more than one culture. America is a Multicultural country.

Prejudice: An opinion or judgement formed unfairly without education of the thing you are judging. Many people have a prejudice about Africans.

Bias: An unreasoned judgement. Someone can be stating a Bias statement.

Tradition: the handing down of customs, ideas and beliefs from one generation to the next.

~~86~~ 85
+15 (extra #s)
(100) Fantastic

Adam Lanza
9/2/03
L.A. — C
Nancy J Lanza

Dear Mrs. Strait,

I am from Kingston, New Hampshire. It is very quiet there, even quiter than in Newtown. I moved to Connecticut when I was going into first grade, so my school days were at Sandy Hook School.

In my family, I have my mom and brother. On Fridays and Sundays, my dad comes to our house to visit. On Saturdays, we go to his appartment. My brother is in the Tech Club at the Newtown High School. On Channel 17, when they list the names in three columns, he is in the second column, four down. My mom used to work at the Hancock building in Boston, Mass.

I have one hamster in my house, and two at my dad's appartment. The one in my house is a Panda Hamster, so I named it Panda. It is much larger than my last hamster. The other two are Dwarf Hamsters. Dwarf Hamsters are the only hamsters in general that can live together, probably because they are so small. Their names are Chibi and Cheeks. Chibi in Japanese means "tiny" or "small".

My favorite food is Chicken Stir Fry, next to Chicken and broccoli. My favorite mineral is sodium chloride (You can never consume too much salt!), though I dislike plain sugar. I prefer to eat healthy foods, though in the cafeteria, they do not serve much healthy food.

The best part in Language Arts last year was about learning root words, where they come from and how they came to be. I still remember some foreighn words Mr. Sicbaldi told us, like Connaire and Savoir Fair.

This year, I want to learn more about how English was made, and learn parts of speech. I do not enjoy learning how the rules of speech apply to English, and what those rules are, but I will learn those things if I have to. Maybe by the end of the year, I will learn to like those things.

I love reading about Asian history, even myths and legends. I like to study off of Main Meridians books too. My favorite book is <u>Three Kingdoms</u> by Luo Gaunzhong. This book tells history about the years from 180-280 A.D. in China, starting at the fall of the Han Dynasty, to the beginning of the Jin Dynasty. The book itself is 1,000 years old.

I like to write about Asian history, legends and Meridians. I mostly ~~[illegible]~~ write about history, because I know barely any legends, and I am not a certificated accupuncturist.

My favorite music is Japanese techno and 16th-19th century European music. I do not like rap or that "Hip Hop, Yo, Ya'll! Throw ya hands in da air!" stuff that other Americans like. All the pop, rapping americans are school dropouts too.

(Not all! That's a stereotype. LL Cool J + Will Smith graduated + preach in their music to stay in school.

I like it too!

I dislike every sport exept Tennis. Football, Soccer and baseball tend to bore me. Another reason I do not like sports is because some kids are rude and inconsiderate. I just cannot work with those people.

My all time favorite teacher is definately Mr. Sichabli. He is the smartest person I know. He speaks 9 languages, knows physics and chemicals that I never even heard of, and used to be an acountant. He always said, "the smarter you are, the more money you make." That made sense to me, just look at Bill Gates!

That's very true most of the time.

Sincerely,
Adam Lanza

Adam Lanza
9/12/03
L.A.C

Dear Mrs. Strait,

I am from Kingston New Hampshire. It is very quiet there, even quieter than in Newtown. I moved to Connecticut when I was going into first grade, so my school days were at Sandy Hook School.

In my family, I have my mom and brother. My dad visits us on Friday and Sunday. my brother and I go to his appartment on Saturdays. My brother is in the Tech club at the Newtown high school. On channel 17, he is in the second group of names, fourth down. My mom used to work at the Hancock building in Boston, Mass.

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My favorite food is Chicken Stir Fry, next to Chicken and broccoli.
My favorite mineral is salt (You can't have enough salt!), though I dislike Sugar. I prefer to eat healthy foods, though in the cafeteria, they do not serve much healthy food.

The best part in Language Arts last year was probably when Mr. Sicbaldi told us Latin and Greek words, some other languages too. Root words were fun to learn about. I remember only a fraction of (though) those words in other languages, like Connaire and Savoir Fair.

I would love to learn more about root words, and how those words came to be. I would not like to learn about parts of speech, but I would if I had to; and maybe I will come to like that this year.

I love reading about Asian history, even myths and legends. My favorite book is <u>Three Kingdoms</u> by Luo Guanzhong. It tells history about the years from 180-280 A.D., and about the rulers. The book itself is 1000 years old.

I like to write about the brilliant Luo Gaunzhong, wrote, myths, legends, and even about these days. Maybe from time to time, I will write about acupuncture.

My favorite type of music is Japanese Music. I do not like rap or that "Hip hop, throw your hands in the air!" stuff that other people like. All those singers are school dropouts who don't even sing their own songs, they are just a frame of the real singer. I believe the same with pop singers. I like European, 16th, 17th and 18th music.

I do not like sports at all. I like playing tennis by myself, but everything else bores me. One of the reasons I do not like sports is also the fact that most of the other kids are [illegible] who are mean and unconsiderate.

My favorite teacher is definately Mr. Sicbobli. He is the smartest person I know. He knew 9 languages, physics and chemicals that scarcely anyone knows, and he always said, "The smarter you are, the more money you get."

Adam Lanza
9/20/03
S.S.-A

Representing Great Britain is the Big Ben. The Big Ben is a famous landmark in London, even in many African and South American countries. The name 'Big Ben' actually represents the large bell inside.

Adam Lanza 8/28/03

Beginning-of-the-Year Questionnaire

Name: Adam Lanza

Birth date: 4/22/92

Address: 32 Yogananda St.

Parents' Names: Nancy Jean Champion/Lanza
Peter John Lanza

Brothers: Ryan John Lanza

Sisters:

Favorite activity outside school: Playing Dance Dance Revolution 5th Mix.

Favorite school class: All.

Favorite school activity: All.

Hobbies: I like Playing Dance Dance Revolution 5th Mix.

Sports involvement: None.

Adam Garza 8/28/03

Beginning-of-the-Year Questionnaire (cont.)

I am best at I am best at math.

I enjoy reading about I enjoy reading about Asian history.

I enjoy writing about I enjoy writing about Asian history.

Before I write I like to Before [illegible]

I like to write Asian History stories the best.

My favorite place to write is My [illegible] in school.

I like to write (check one)

- ☐ on a computer.
- ☑ on paper with pencil or pen.

Tell why.

[illegible]

This school year I would like to learn about This school year I would like [illegible]

Bring this paper to your first teacher conference and then place this questionnaire in your writer's notebook.

4th GRADE HOMEWORK PACKET
WEEK OF 5/15

Name____________________________

1. Pushcart day opened for business at 9:00 a.m. Set up took 1 hour and 45 minutes. What time did the 5th graders start setting up if they finished just in time to open? Complete the timeline and show all your work.

____

7:30

2. Pushcart day was open from 9:00 a.m. to 12:30 p.m. How long were our 5th grade vendors selling? Complete the timeline and show all your work.

____

3:10

3. If the 4th grade classes each had 20 minutes to shop for goodies, one following the other, and the first class arrived at 10:00 a.m., what time did the last class leave? Hint: there are four 4th grade classes. Complete the timeline below.

____

11:20

4. If there were 6 rows of pushcarts and there were 7 carts in each row, how many pushcarts where there in the cafeteria? Show your number sentence.

6x7=42 42

5. If each pushcart made $57, how much money did the 5th graders make altogether? Show your number sentence and all your work.

6. What would be a reasonable weight for a pushcart?

a) 16 ounces b) 1/2 ton c) 6 feet d) 10 pounds

7. At 12:00 p.m. the vendors at The Crazy Cart told Mrs. Cunningham they had sold 306 Air Heads but only 127 Now or Laters. How many more Air Heads were sold than Now or Laters? Show your number sentence. After you solve the problem, show how you can check your work!

306
127
259

259

8. There were 6 pushcarts that sold tootsie rolls. Cart #1 sold 187. Cart #2 sold 89. Cart #3 sold 94. Cart #4 sold 77. Cart #5 sold 156 and cart # 6 sold 321.

a) How many tootsie rolls were sold altogether?

187 + 89 = 276   276 + 94 + 77 = 447   447 + 156 + 321 = 924

924

b) Use your estimating skills to show about how many more tootsie rolls were sold by cart #6 than cart #1. Explain your answer.

100 I rounded 321 to 300 and 187 to 200.

c) Exactly how many more tootsie rolls were sold by cart #6 than cart #1?

321
−156
165

9. Evan sold Mrs. Mazzariello gift certificates for 4 small cheese pizzas at My Place. She raced over to the restaurant to pick them up and discovered each pizza was cut into 4 equal pieces. Being the generous person that she is, she gave 1 whole pizza to Mrs. Milano, 1 whole pizza to Mrs. Cunningham, 1 whole pizza to Mr. Stockwell, and saved the last whole pizza for herself.

a) What fraction of the total pizzas did she give away?

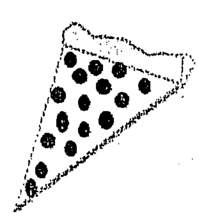
3/4

b) Mrs. Milano ate 1/2 of her pizza. When she was finished eating, Mrs. Mazzariello had 1 slice of her pizza left. Mr. Stockwell ate 1/4 of his pizza. Mrs. Cunningham ate 2 of her pieces. Who ate the most? Explain your answer.

Mrs. Milano because 1/2 is bigger than the others.

c) How much pizza did the four of them eat altogether?

1 1/2



10. At the Alien Pod Pushcart they were selling 5 Jolly Ranchers for $0.25.

a) How much would each one cost if they were sold individually?

5¢

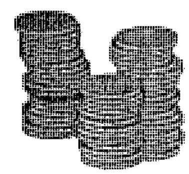
b) How many Jolly Ranchers would you get for $2.00?

40

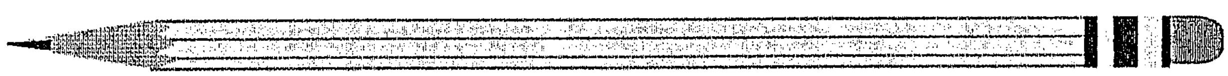
11. Mrs. Milano came to Pushcart Day with $10.00. She bought the following goodies: 3 rulers that were $0.50 each, an autographed book for $1.00, 2 necklaces that cost $0.75 each, a plant for $0.75, a bookmark for $0.25, 12 pieces of candy that were $0.10 each. How much money did she have left after her shopping trip? Show all your work.

3.80
answer?

1.50 1.00 1.20
1.50 .75 .25



12. I bought this pencil at The Green House of Harmonay Pushcart. Use your ruler to measure the length of this pencil to the nearest inch.



7 inches

13. Rock paper weights were selling for $0.50 at 9:00 a.m. When I went back at 11:30, they were having a 1/2 price sale.

a) How much would it cost to buy 9 of them at 9:00 a.m.?

4.50

b) How much would it cost to buy 9 paper weights at 11:30 a.m.?

2.25

Adam Lazo
9/20/03
S.S.-A

I chose the Roman Coliseum for Italy. It is a worldwide symbol of Italy today. Many events were held within its walls, which usually led to the players death. An early Roman said he was swept away with passion for the events.

For Sweden, I chose a Viking because the Vikings main countries were Sweden, Finland and Norway.

For Mongolia, I drew a bone, a stick and a horse leg. For the prehistoric people, a bone could be used for a weapon or jewelry. A stick could also be used in battle, and also for building. A horse leg could be eaten, and the bone could be again used for battle, hunting and jewelry.

The classic French Bread could always be a plain or toasted food. It has a scrumptious fluffy touch with a crusty outside, and besides the World War 2 incident, it is the first thing I think about France.

The Vermont

Alphabet book

by
and [redacted] Adam Lanza

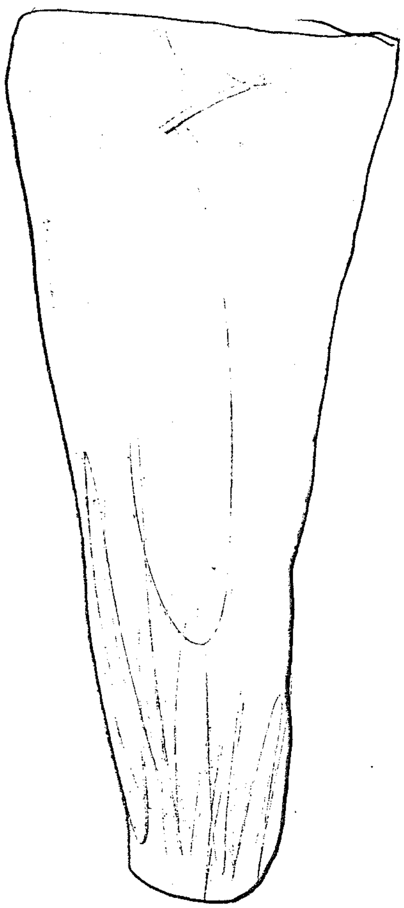
Sandy Hook Publishing Center

The Vermont Alphabet Book

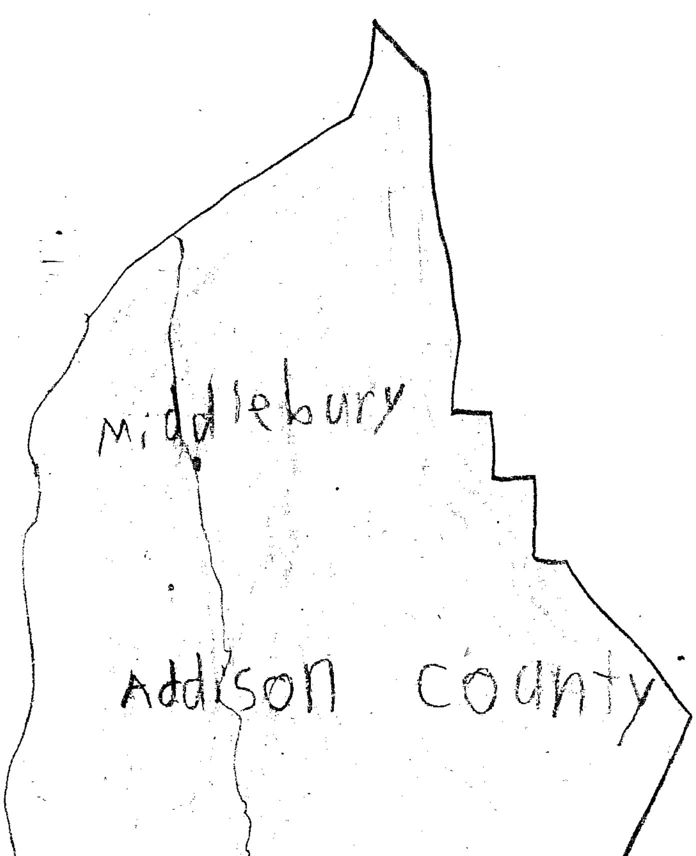
Adam Lanza

written, drawn, and researched by [redacted] Adam Lanza, and [redacted]

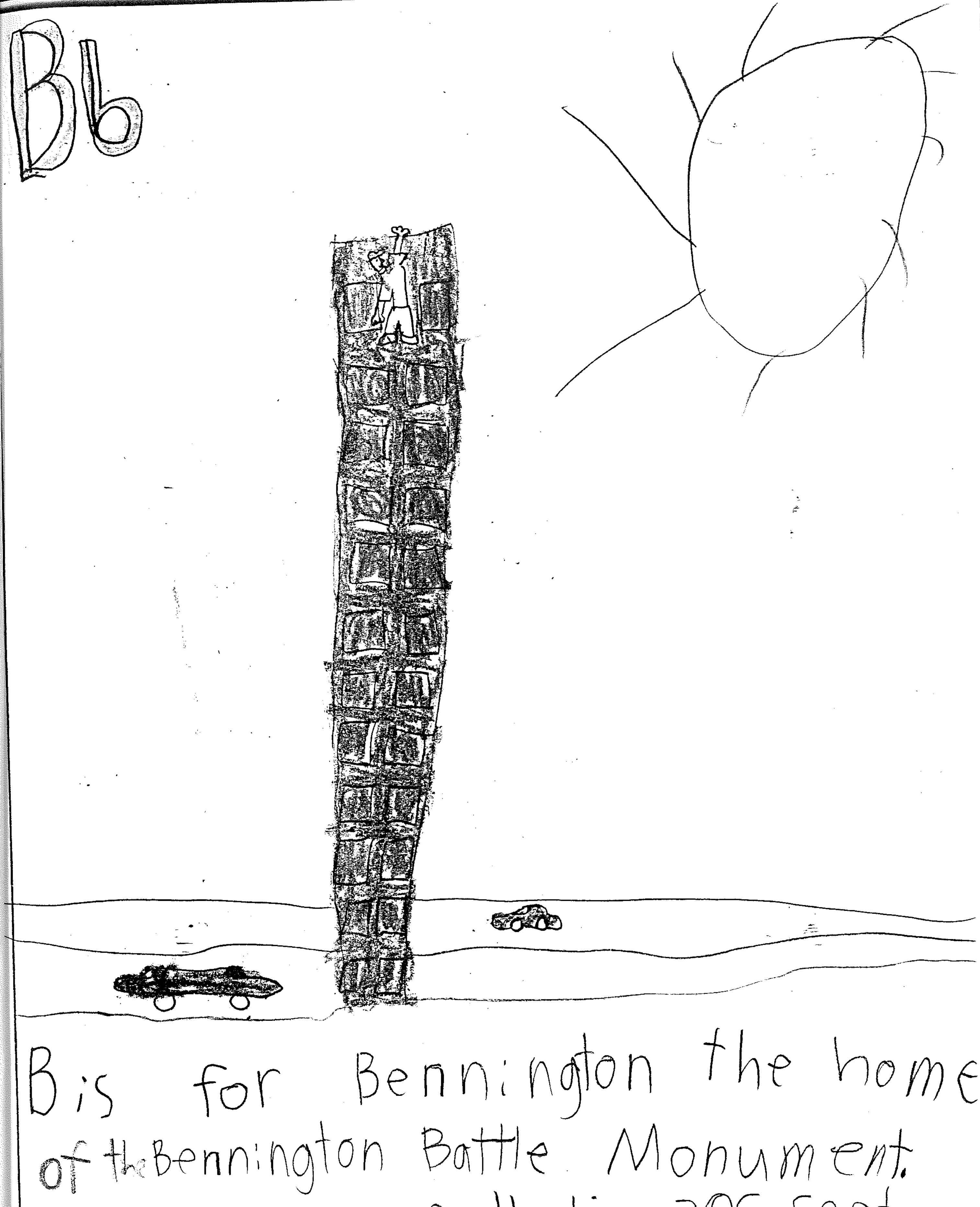
dedicated
To: Mrs Quinlan



Ad is for Addison, a county in Vermont. The Green Mountain National Forest is located in Addison. The biggest city in Addison is Middlebury.

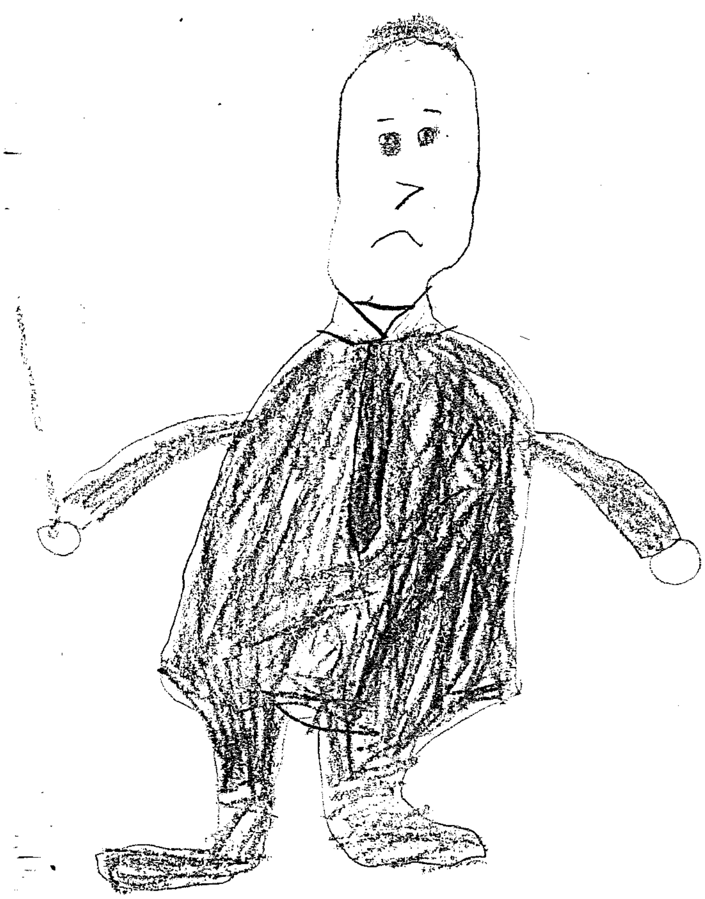


Bb



B is for Bennington the home of the Bennington Battle Monument. There is a tower that is 306 feet high.

Cc



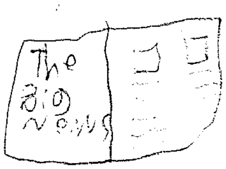
C is for Calvin Coolidge the 30th President of the United States. He was president from 1923 to 1939. He was vice-presiden in 1920. When Warren Harding died he

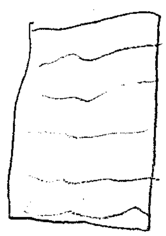
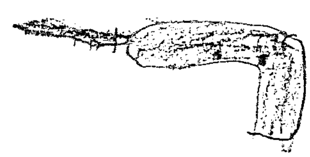
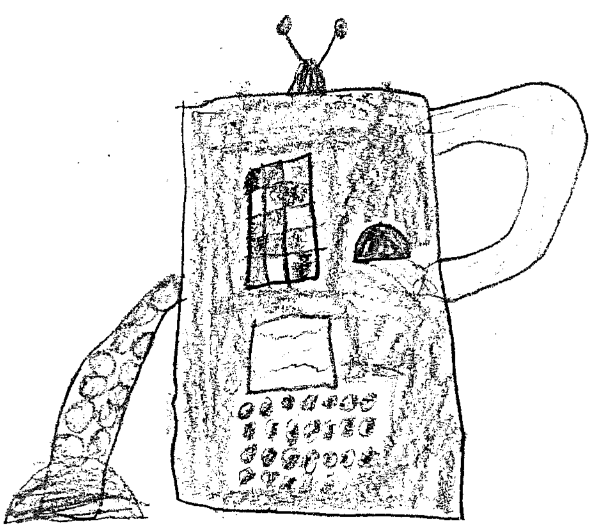
became president.

Dd is for dairy produc
Milk is the largest dairy
Ben and Jerry's ice cream
is made from Vermont
milk.

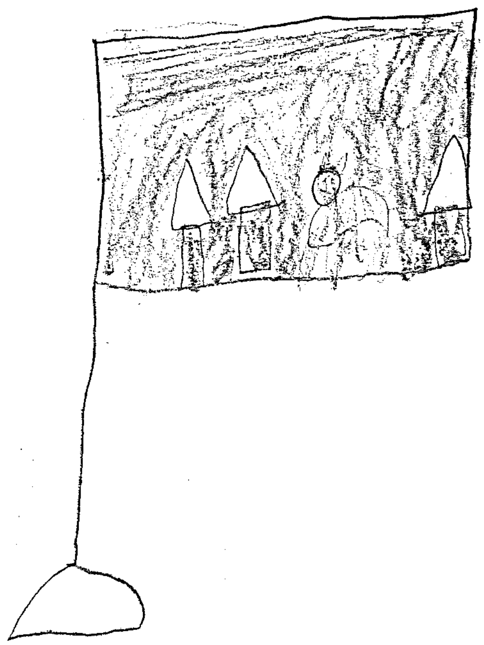
Ee is for economy.

Most of the people work in manufacturing. They make metal products, printed materials and machinery.



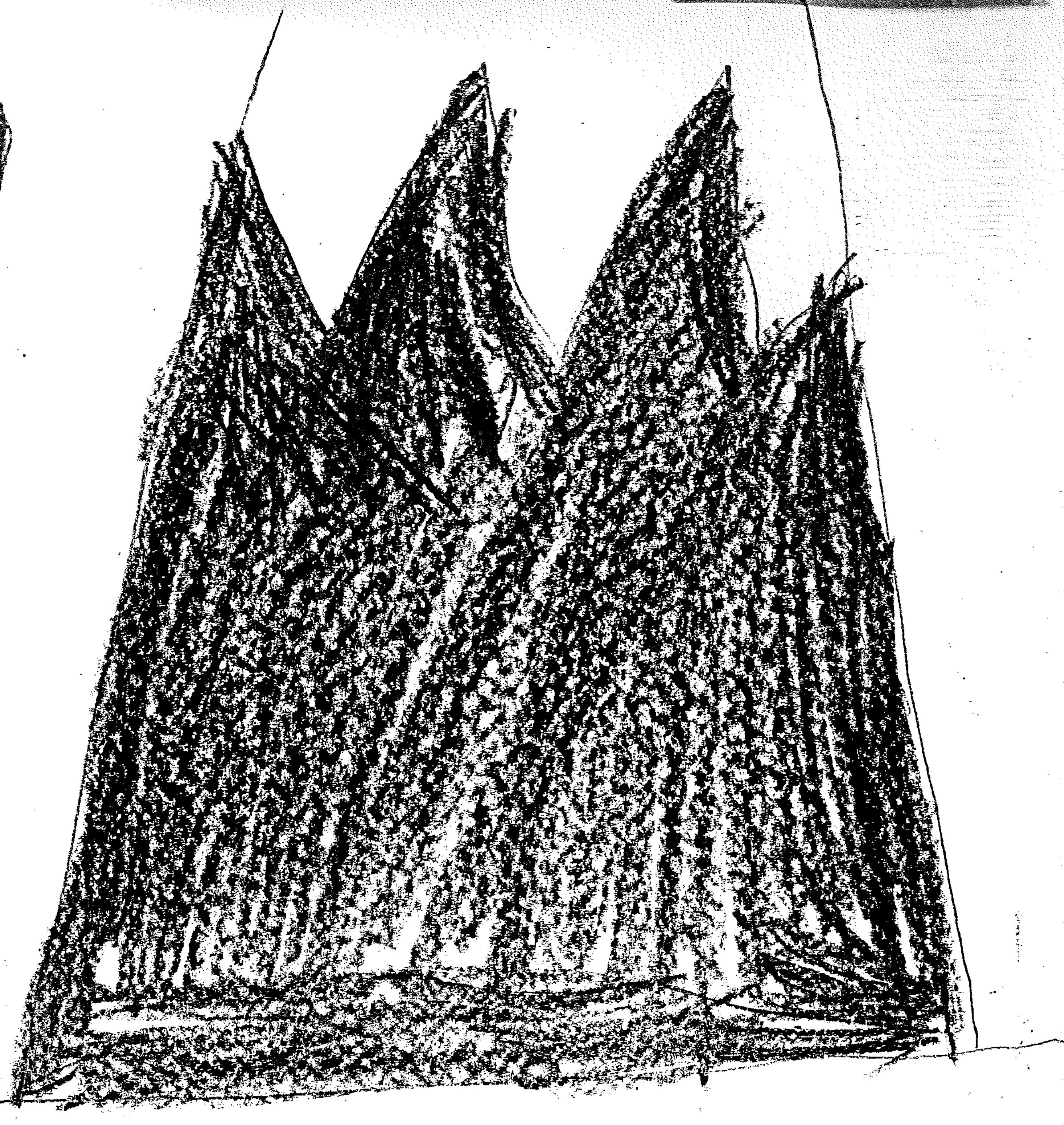
Ff



F is for flag. Vermont's flag is blue. In the middle is the coat of arms. It shows a pine tree, sheaves of grain, and a cow.

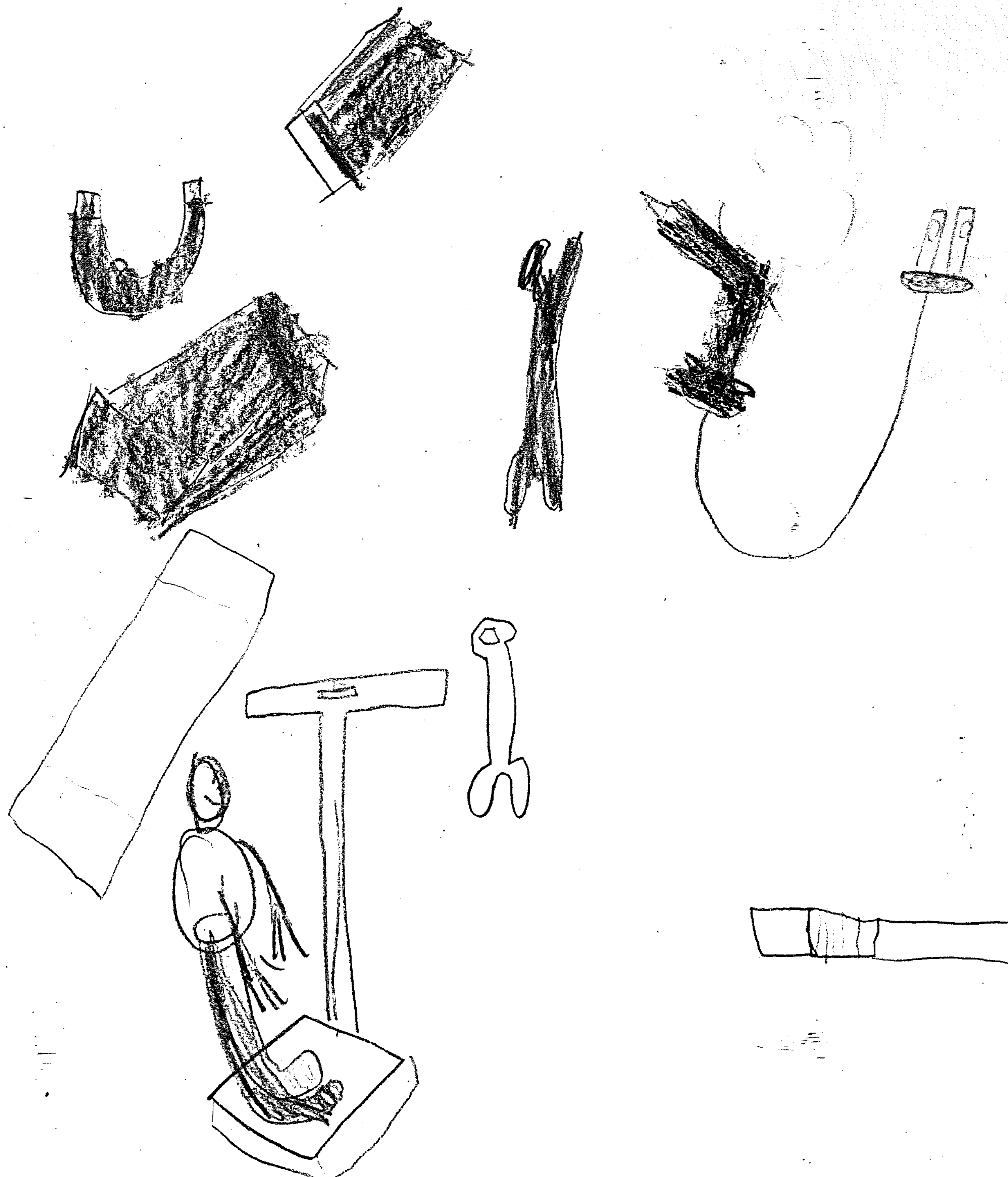
Gg is for Green Mountain State
Vermont got this nickname
because most of its mounta
are covered with forests.

Hh



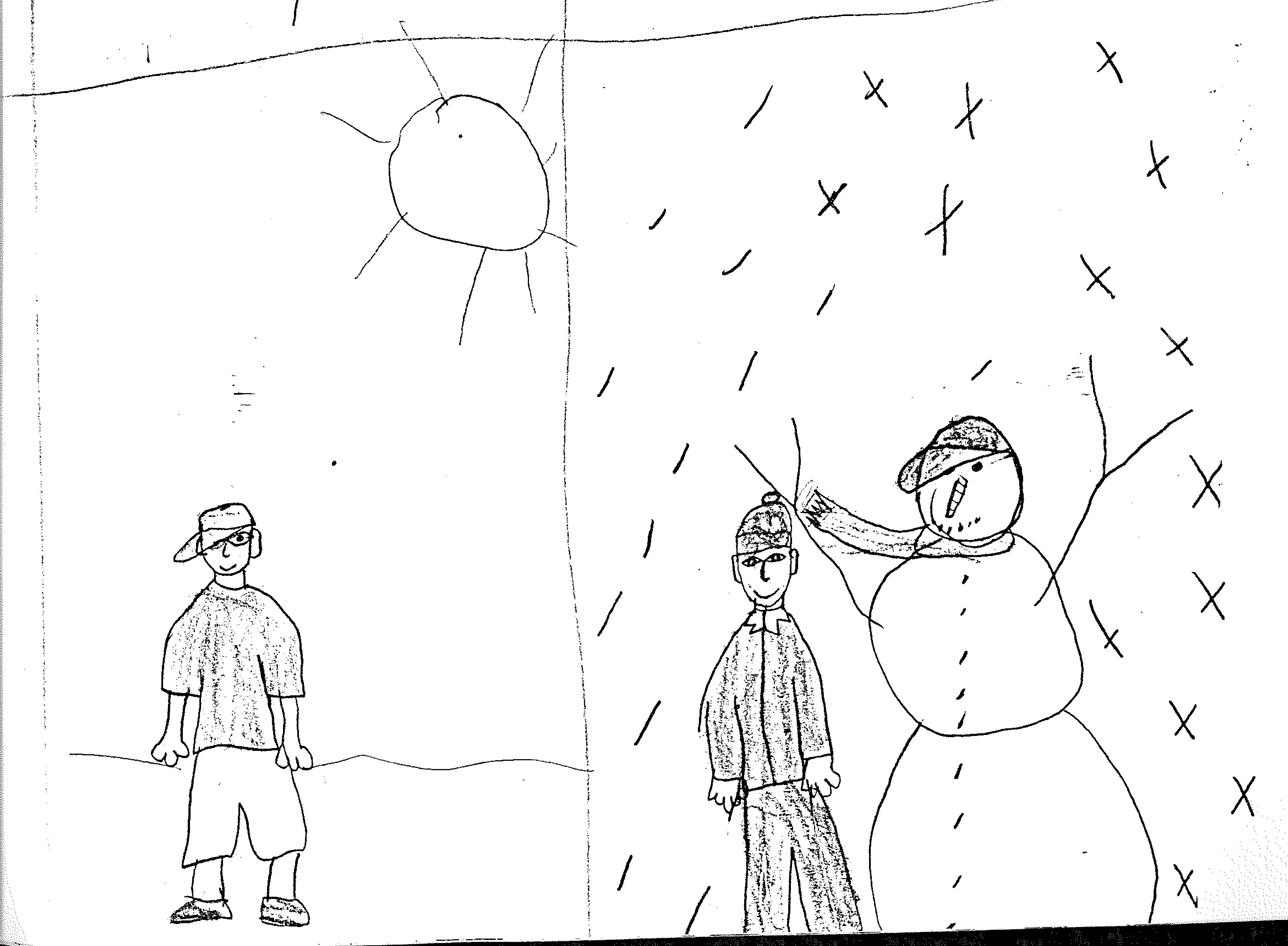
H is for highest point.
The highest point in VT is
Mt. Mansfield. It is 4,393
feet high

I i



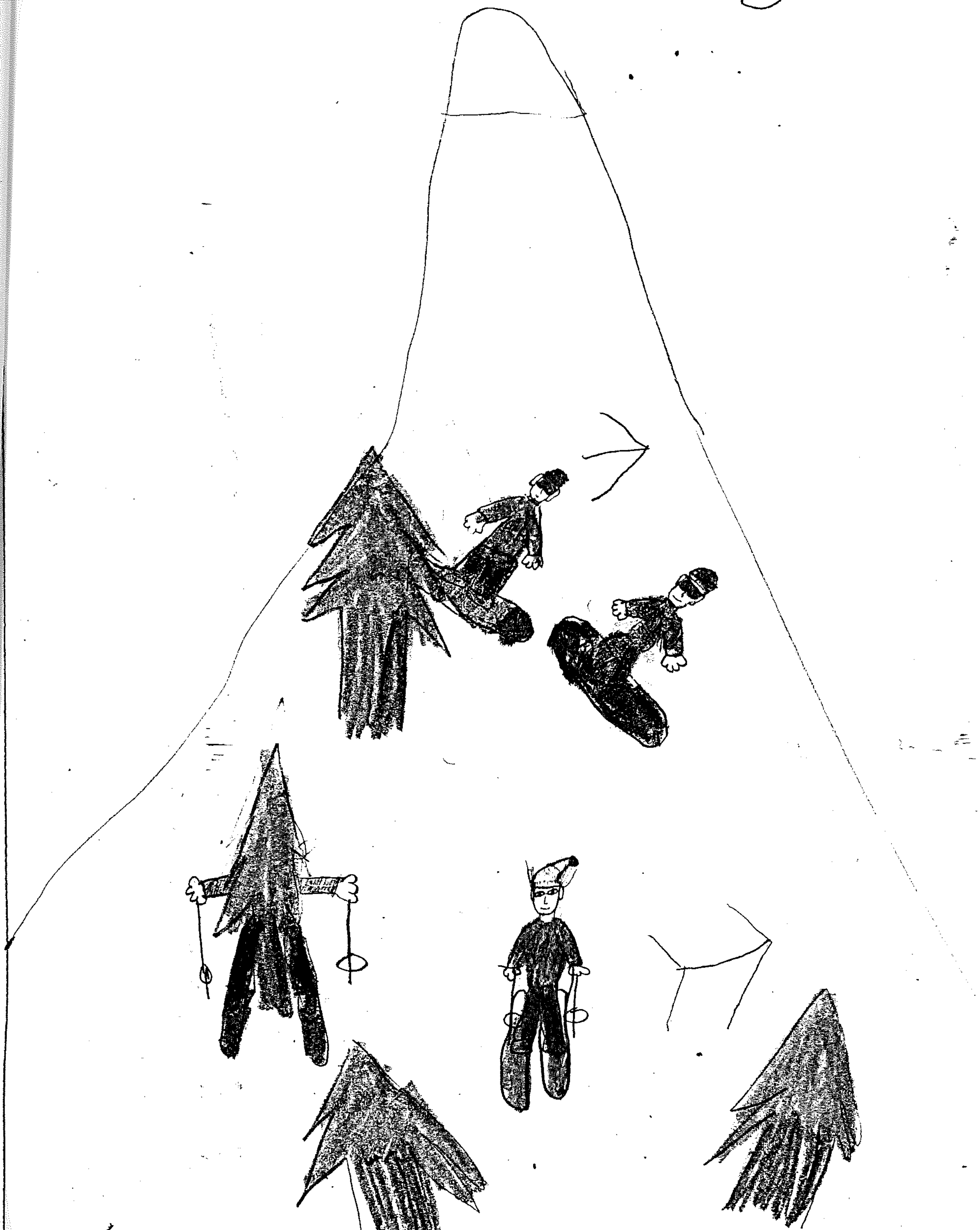
I is for inventions. Vermonters invented machine tools, the rubber eraser, the steel carpenter square, and the plat form scale.

Jj is for January and July. Temperatures in January are about 17°F. In July temperatures are about 68°F. Vermont is cool in the summer and cold in winter.



Kk is for Killington Mountai

Killington Mountain is a skiing resort in Vermont. Killington has 50 trails, 9 lifts, and is 23 miles long.



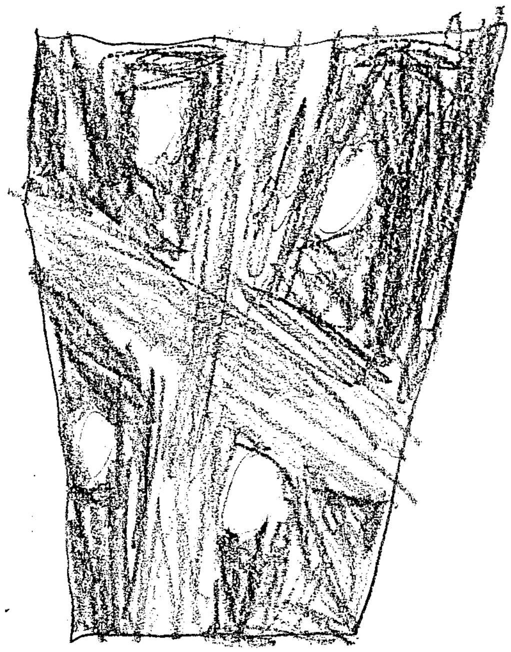
Ll

L is for Lake Champlain whi
is the lowest point in Vermont.
A long time ago people thought
there were sea creatures in it.
Lake Champlain is connected to

the Huddson river.

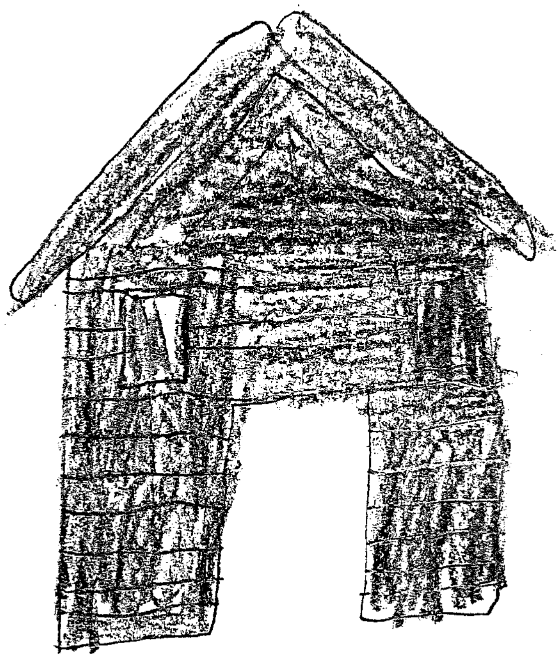
Mm is for Montpelier, the smallest capital in the U.S. It is the only one without a McDonald's restaurant.

Nn



N is for natural resources. Granite, marble, and talc are the most important resources. The most fertile areas are river valleys.

Oo



O is for oldest log cabin. The oldest log cabin in the U.S.A. It was named for Jedediaha Hyde. It was built in 1783.

P is for Population

(There are only 100.)

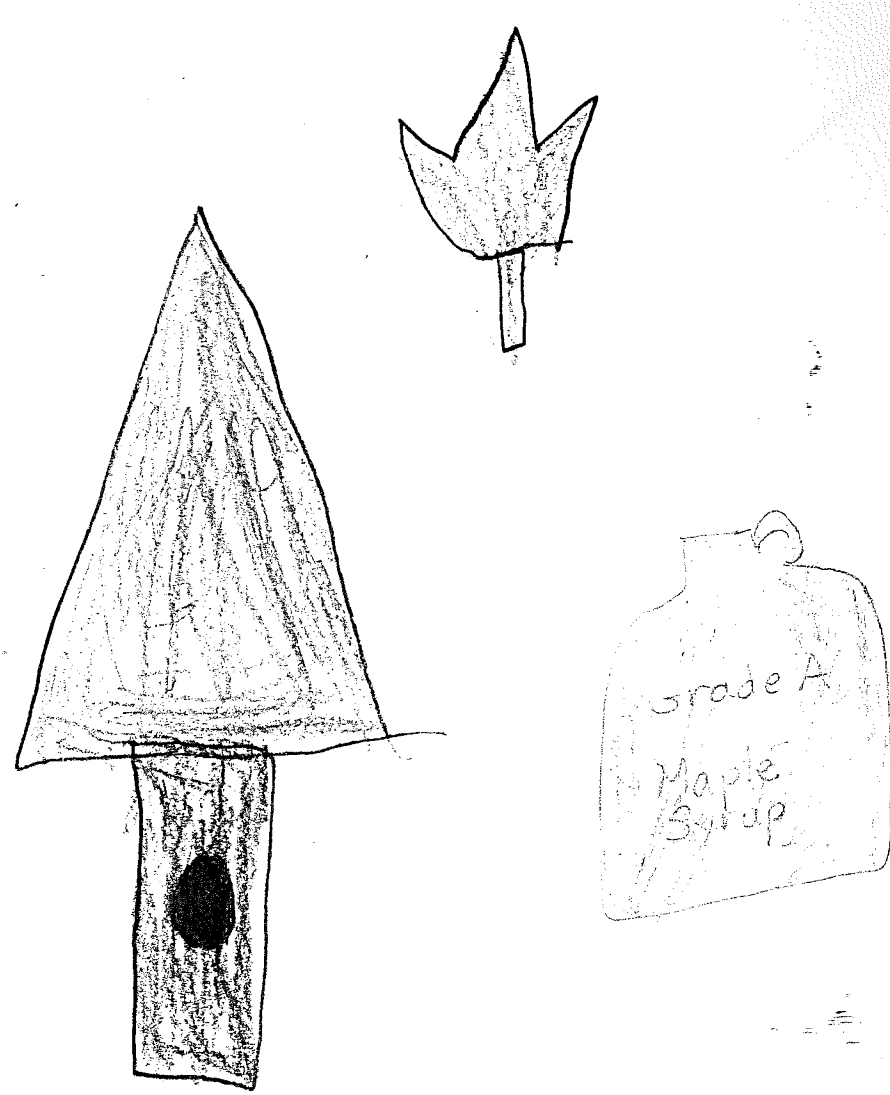
There are 580,000 people living in VT.

Qq is for Quechee Gorge. A river runs through this steep narrow pass. The town of Quechee is nearby. There are many shops and restaurants to visit and a covered bridge. Quechee also has a small ski mountain.

R is for red clover and Rutland.
Red clover is the state flower.
Rutland is the second largest
city in Vermont.

Find Mrs. Q

Ss

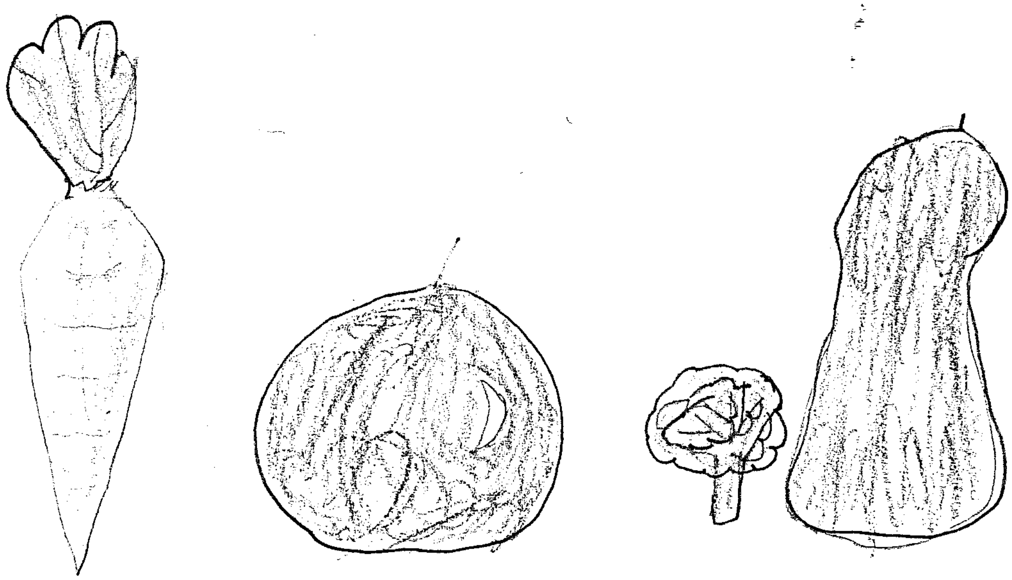


S is for sugar maple, the state tree. Vermont is one of the leading states in producing maple syrup

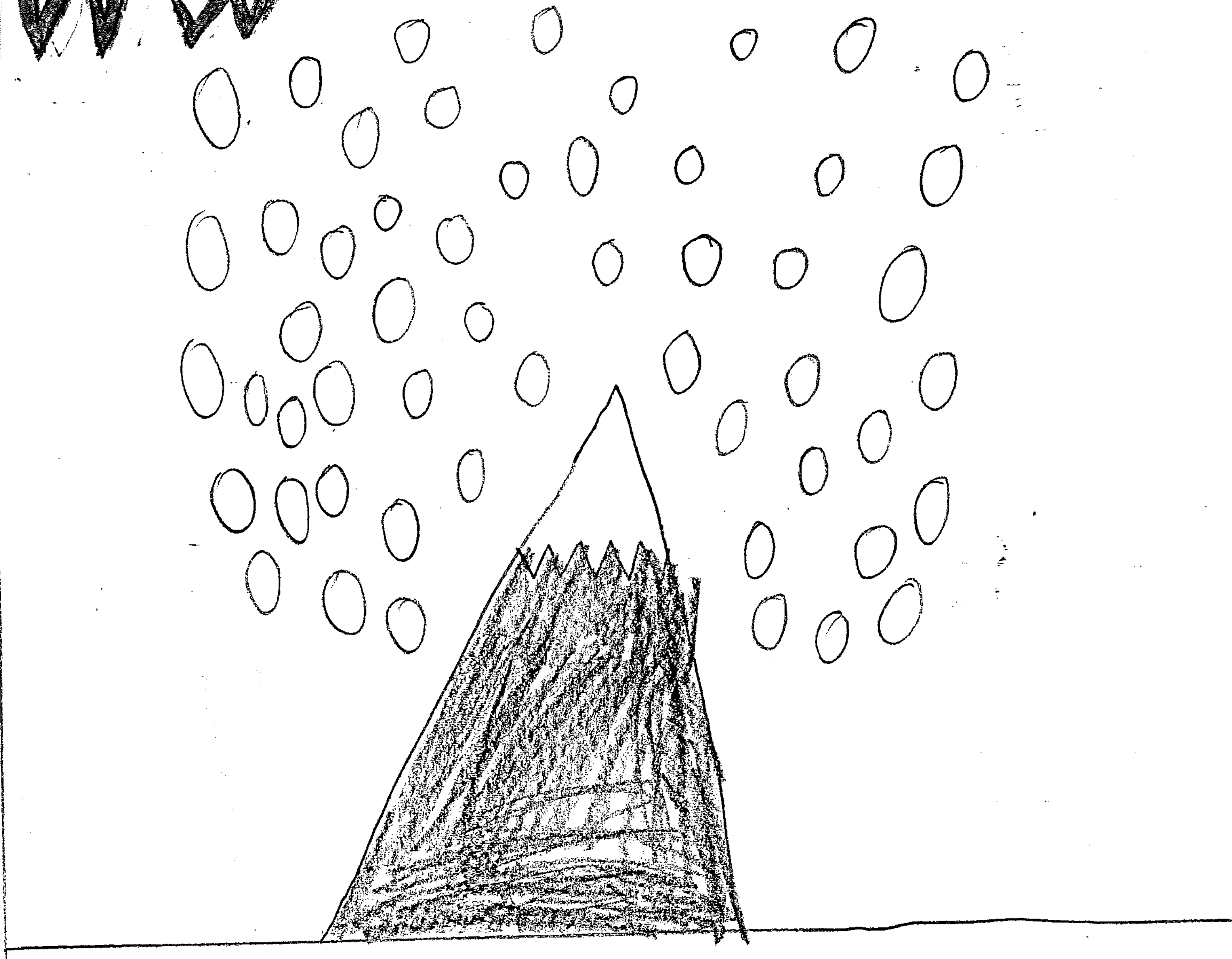
maple syrup. sometimes maple syrup is made into sugar.

birches, beeches, ashes, and
poplars soft wood.

Vv is for vegetables, an important crop of Vermont. Vegetables are grown in the Valleys. Potatoes are the leading Vegetables in Vermont.

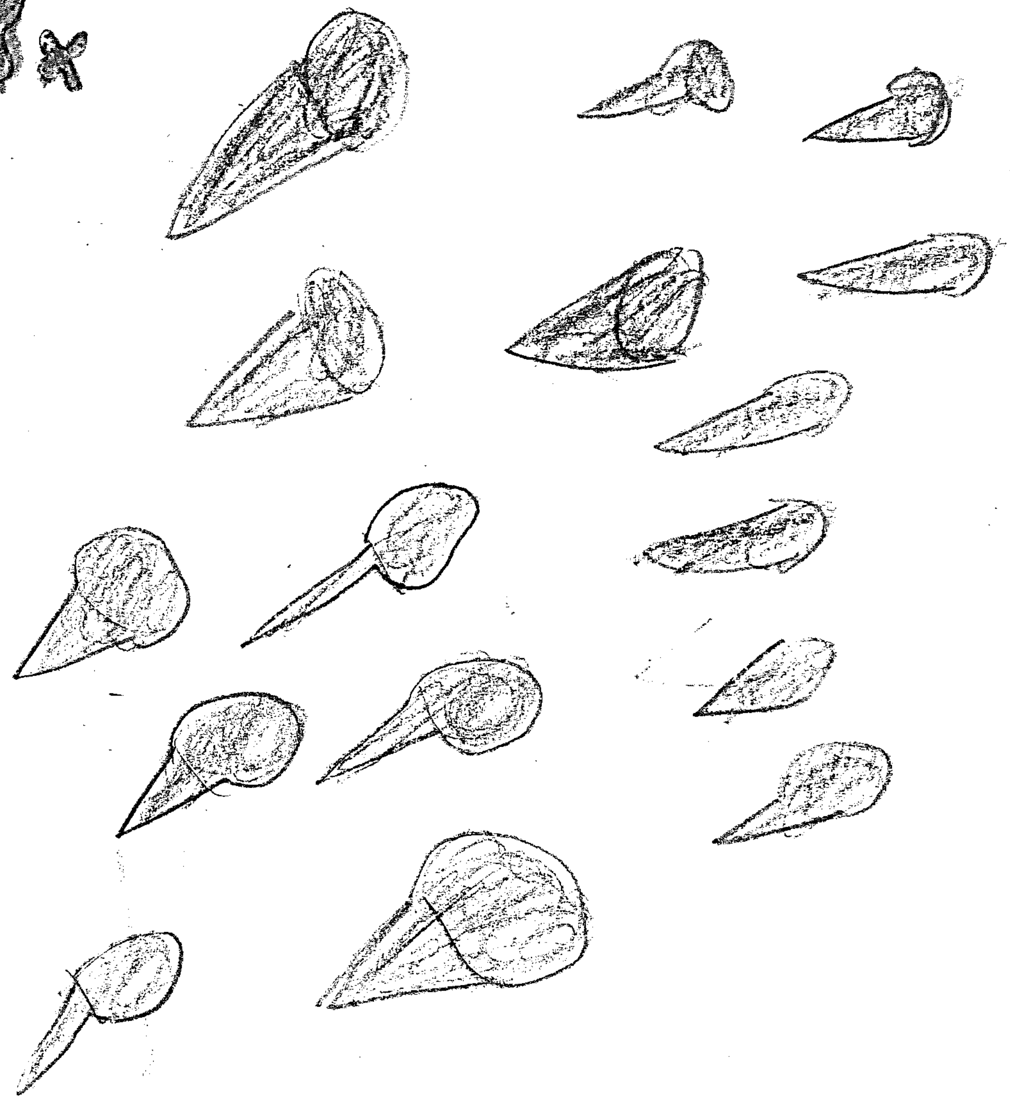


Ww



W is for Winter. The winters are horrible in Vermont. There can be ~~ten~~ 100-125 inches of show on the mountains.

Xx

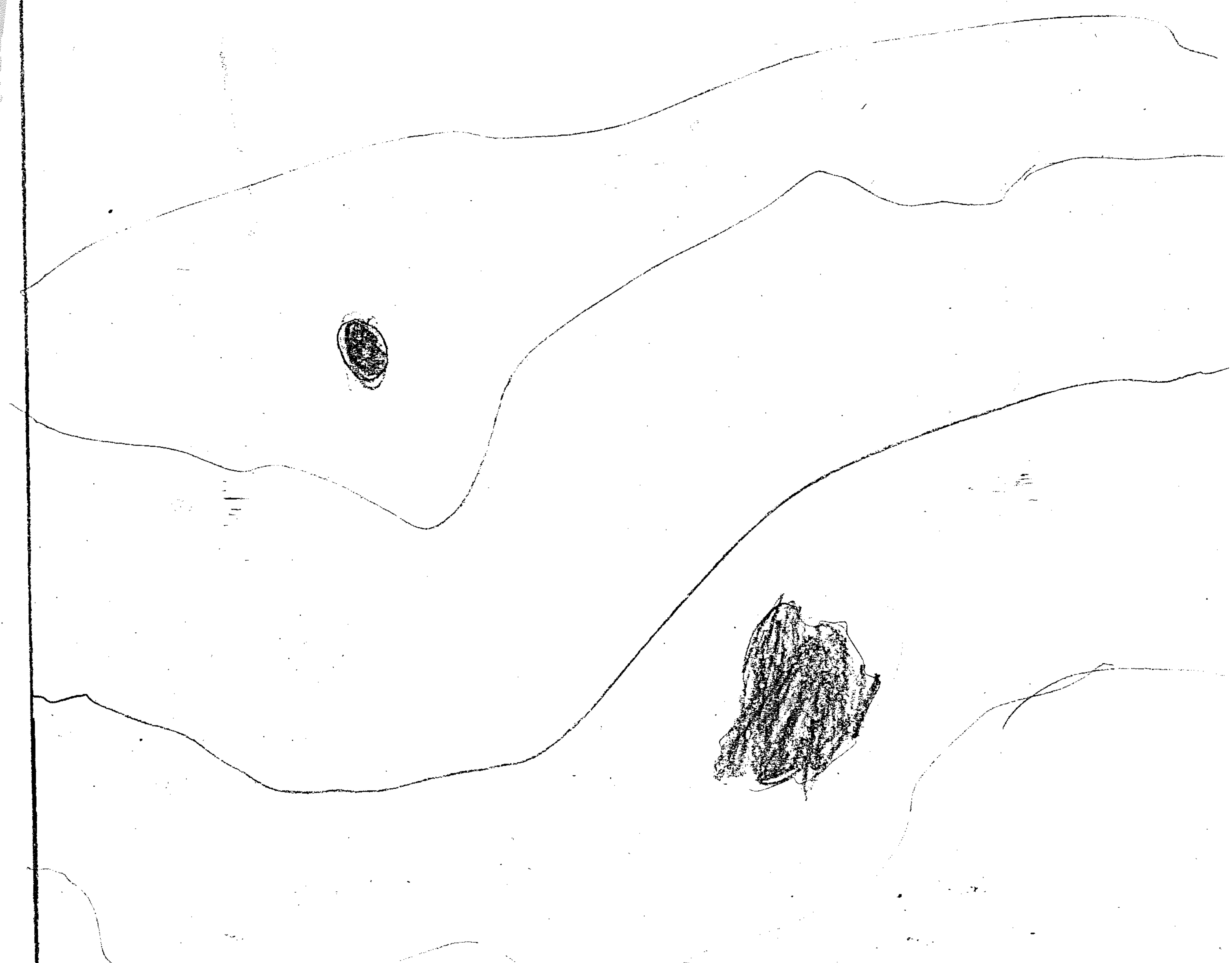


Xx is for Xiphosurans. These are arachnids like horseshoe crabs wich are not found in Vermont because it has no ocean coastline.

y

Y is for precipitation. There are between 11 and 13 days of rain or snow every month.

Zz is for Zero ocean front. Vermont is the only New England state without a coastline on the Atlantic Ocean. However it does have a long shoreline on Lake Champlain.



About the Authors

[redacted] real name is [redacted] but everyone calls him [redacted] His birthdate is [redacted] 1991. He is nine years old. He was born in [redacted] New York. His favorite sports are football, basketball, baseball, and soccer. His favorite television show is *Dragonball Z*.

Adam Lanza was born April 22, 1992 in Exeter, New Hampshire. He was the researcher for this book. In addition he did much of the writing. Adam moved to Connecticut when he was six. He i s eight. At home he enjoys playing ball with many of his airballs.

[redacted] is eight years old. He likes to play his Game Boy and television video games on Nintendo and Sega. His birthday was [redacted] 1992.

From: Adam Lanza <blarvink@gmail.com>
To: njlanza1918@aol.com
Subject: This is Adam Lanza; you might not remember my new address.
Date: Sun, 31 Aug 2008 11:25 pm

You do not seem to understand that I was attempting to comfort you with what I consider to be a maxim with which to live. You unfortunately probably still will not understand what I mean. As a disclaimer: I type nothing in this that is in a tone that is condescending, vindictive, malicious, snide, malignant, or any synonym that you can think of. I mean well.

If you believe that you wasted your life, as you seem to have insinuated, you will gain nothing from regretting it and will only depress yourself; you cannot change anything from that past. There is something that I can assure you of that will always be true: It does not matter if you live for the next one year, five years, ten years, fifteen years, twenty years, thirty years, fifty years, or even a hundred years: The day before you die, you will regret ever worrying about your life instead of thinking of what you want to do. Every new year that you do live, you will regret not having started anything that you wanted to do the year prior, only regretting the past more.

What I mean is that you should think of what you want to do today; not starting next year or next month, but today. Thinking that you are not going to be able to do anything in the future will only ensure that fate. Also thinking that you are too "old" is going to ensure the same fate.

And it is not as though I do not mind if you are homeless and begging; I would spend my life savings to prevent that out of obligation for what you have done for me. My personality is merely inherently unmoving; I will not be upset over something that you cannot change, and you should not be upset either. What you should do is think about what you want to do.

I also want to mention that I purchased something two weeks ago on Newegg to double your computer's memory without even saying anything until now. I do not try to avoid doing anything for you, as you seem to think. I am glad that I was born and appreciate you having taken care of me.
(It is not my fault if you have not detected as much of an increase in speed as I would have liked, however; I blame its outdated processor. I would change that if I could, too, but it is not possible to do so for your model.)

Read the first paragraph again.

From: njlanza1918@aol.com
To: blarvink@gmail.com
Subject: Re: This is Adam Lanza; you might not remember my new address.
Date: Mon, 1 Sep 2008 1:05 am

Dear Adam,

I truly appreciate your effort to be of comfort to me. I apologize if I seemed angry or antagonistic. I was simply over emotional and, as is often the case, worrying about the future. I admit that I have been feeling a bit overwhelmed by circumstances lately but in no way do I regret having raised two wonderful children. I have high hopes for you both and will consider my life a success if you and Ryan live happy and productive lives.

There are a few things I do regret...one of the biggest is that I dropped out of college, believing it to be more important to help your father get through college. Financially, it was impossible for us to afford a college education for both of us, and it seemed more important that he receive a diploma. In some ways I regret leaving the workforce as it has severely limited my prospects for the future, but again, it was a decision I made to take more responsibility for the house and the children, and to allow your father to concentrate on his career. I do feel that I was able to be a better mother and have been able to put great effort into raising you and your brother, so that regret is mitigated in that respect. On the occasion that Ryan or you shows some appreciation for my efforts, I feel completely justified in that choice and duly rewarded. I know that it is harder for you to show appreciation and that it does not come as a natural response. I really do not want you to feel obligated in that way. I do not expect any help, financial or otherwise, from you or your brother, and would not accept it if it were offered. I am certain that I will not be homeless or begging on a street corner, as your father is obligated by law and morality to see to it that my thirty years of service and sacrifice are compensated for. He has assured me that I will live a comfortable life and my health expenses are covered. He is an honorable man and I am grateful that I was married to someone who honors his responsibilities. He has also taking responsibility to provide a college education for both you and your brother, so that neither of you will have to struggle and sacrifice as we did.If you choose to, you will emerge from college with a Master's Degree of your choice, debt free, to pursue any career and life that you wish.

When I think of what I would like to do for the future, I think I would like to get my college degree first. I just thought of that tonight, as a matter of fact, as a direct result of my conversation with you. I think it would be possible as I dropped out only one year shy of the degree, and it seems as I might be spending quite a bit of time on campus waiting for you to take classes, so why not take advantage of that?! I suppose I could take classes at the same time you are taking classes. I agree with you when you say that I should try to think positively of the future and what I want to do today. There is nothing I can do about my diagnosis, and I do try to be as healthy as I can be despite the prognosis. I am sure that you notice that I exercise regularly and do my best to stay in good shape. It's not like I have the attitude that since I will be crippled anyway, I may as well give up and get fat and sedentary now. I am working hard to stay as healthy as I can, for as long as I can. At some point, I might like to start a business. I sometimes toy with the idea of an Internet business like my friend, Lynn, owns. (Did I punctuate that last sentence correctly?) Her web site is Metrokitchen.com. You should have a look at it sometime and let me know what you think of it.

Anyway, I would like you to know that no matter what, I am very proud of the person you are. I have no preconceived notion of how you should act or respond. I know that you tend to be more reserved and less emotional and I do not perceive that as condescending, malignant, or callous. You are pragmatic and stoical. Those are fine attributes. I am glad to know that you are glad to be born and appreciate being taken care of. I love you very much and am more than happy to take care of you in any way I can. I suppose I have felt that you didn't even notice how hard I try to make things as tolerable as possible for you and that has made me feel sad in a way. I am much happier now, knowing that you do not despise me for bringing you into this world. Above all, I want you to be happy, no matter what you choose to do.

You may not think I noticed, but my computer is working faster and I have been able to download bank statements faster and search web sites quicker. I was able to get baseball scores for all the games in a split second, and watch a video clip that a friend sent without any freezing. I didn't know that you had worked on it, so I thank you for your efforts. You should let me know when you do thoughtful things so that you can get credit! As an aside, I am having a problem with typing that has been ongoing for months. The curser arbitrarily moves to a different place in the text now and again while I am in the middle of typing a sentence. It is very strange and annoying. Maybe you could have a look at it sometime?

Thank you for taking the time to send me this email. I now understand your motives and meaning, and I truly appreciate it!

Love,
Mom

-----Original Message-----
From: Adam Lanza <blarvink@gmail.com>
To: njlanza1918@aol.com
Sent: Sun, 31 Aug 2008 11:24 pm
Subject: This is Adam Lanza; you might not remember my new address.

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(It is not my fault if you have not detected as much of an increase in speed as I would have liked, however; I blame its outdated processor. I would change that if I could, too, but it is not possible to do so for your model.)

Read the first paragraph again.

Problems:

The lights were too bright.
There were too many dirty dishes.
I kept spilling food and such.
You were in the room while I was in the kitchen.
The spiders.
My arms kept touching things.
My hair touched Ryan's towel in the morning.
There were not tissues.
There were not tissues in the pantry.
My corn was too wet.
My quinoa fork was dropped with quinoa and I had to pick it up and there were not tissues and my hands had quinoa on them.
It was too warm.
You were speaking angrily.
There were not enough towels.
My hair touched my desk towel when picking up quinoa.
I could not eat my quinoa because I dropped the fork.
The corn had spots.
Ryan uses the bathroom.
The bathroom was not clean before I was asleep now.
There are more reasons.
My towel fell into the shower twice.
External water was on both eyes in the shower.
You threatened me twice.

I cannot breathe easily.
It is too warm.
The lights are too bright in the kitchen.
You were speaking too loudly
Toothpaste was on my face and clothing.
There are my dixie cups.
I do not want to have to tolerate folding tanks right now.
I cannot tolerate using the bathroom when Kyan does.
I am unable to distinguish between my problems
because I have had too many.

I request that you place more toothbrushes into my box and that you leave your creditcard on the counter for the subscription.

I request that you wash my towels by using bleach. I will place them into the dryer at approximately 10:30.

There were insufficient dishes to wash them, and I therefore have rinsed them. I request that you search on the floor & ceiling of the basement for spiders and webs.

4/28/2007

I am sleeping. I request that you do not disturb me. I will be awake later tonight and will eat a dinner of quinoa.

My goal is to be nice
and not be mean to anyone

I will acheve it by controling
my temper.

I apologize, I ate the Pinapple thinking that it was mine from Monday morning!

Adam

List of what I want on my new computer:

This may seem like a long list, but I am planning on keeping this computer until I graduate high school, so I want it to be good enough to last for five years. I will hold all responsibility of the payments on the computer itself, and all related items of it (besides electricity and internet bills). The computer and the items listed below will be purchased through gifts of U.S. currency and my own monetary income by doing chores around our home at the rate of $5.00 an hour. If I think of another computer part to add to this list, I will contact you.

In addition to the things necessary for a computer, I would like to receive all of the following. This is the least of what I want, and would like better if possible:

- A new high-quality mouse
- A new keyboard
- A new set of good/great speakers
- A good microphone (And everything else is necessary to record sound on my computer, if anything else even *is* necessary)
- A new mouse pad
- A high-quality flat-screen monitor (Not LCD)
- A hardrive with at least 80 gigabytes, preferably more if possible.
- A floppy-disk drive
- A ~~DVD-drive~~ a DVD-R/CD-R drive
- A ~~CD drive~~
- A second CD drive (Only if the DVD drive cannot copy CDs)
- A good/great ~~visual~~ Graphics card

FIXED

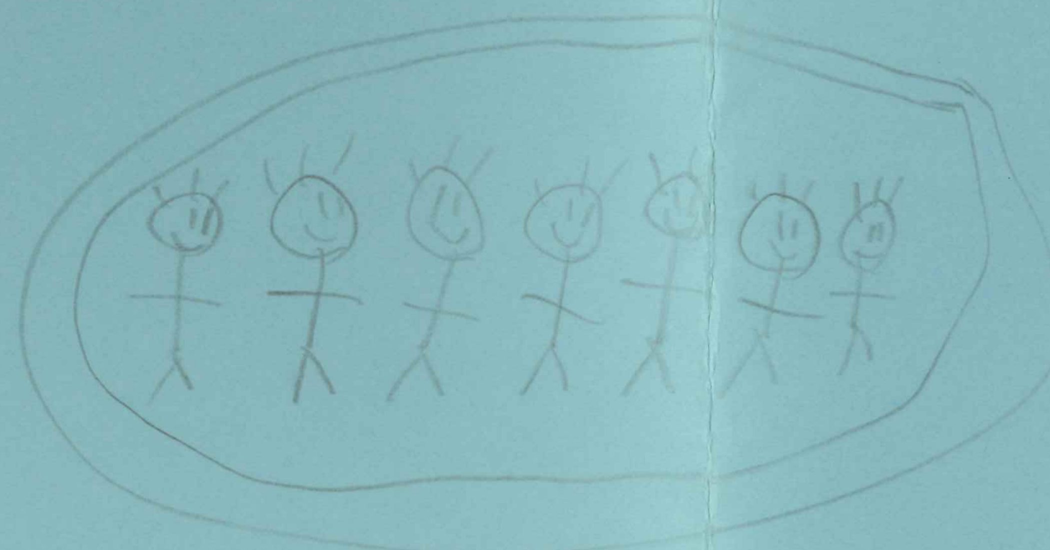
– Ryan

Sincerely,

Adam P. Lanza

Adam P. Lanza

Serring a smile on a Plate!!!!!!!!!!!!!!!!!!!!!!!!

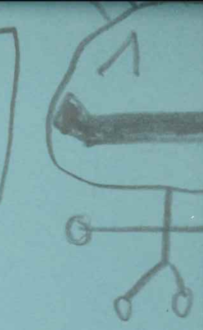


You have guided us through our lifes. If it weren't for you, we would not have one! You cook, clean, polish, wash, serve give, buy, much more! Without you, we'd have no pants, Oh My! what an unpleasant sight. No shirt, no shoes, no socks, no hats, what would we be, without you. So we just want to say in our own special ways,

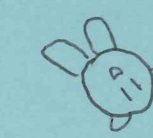
Thank You!!!!!!!!!!!

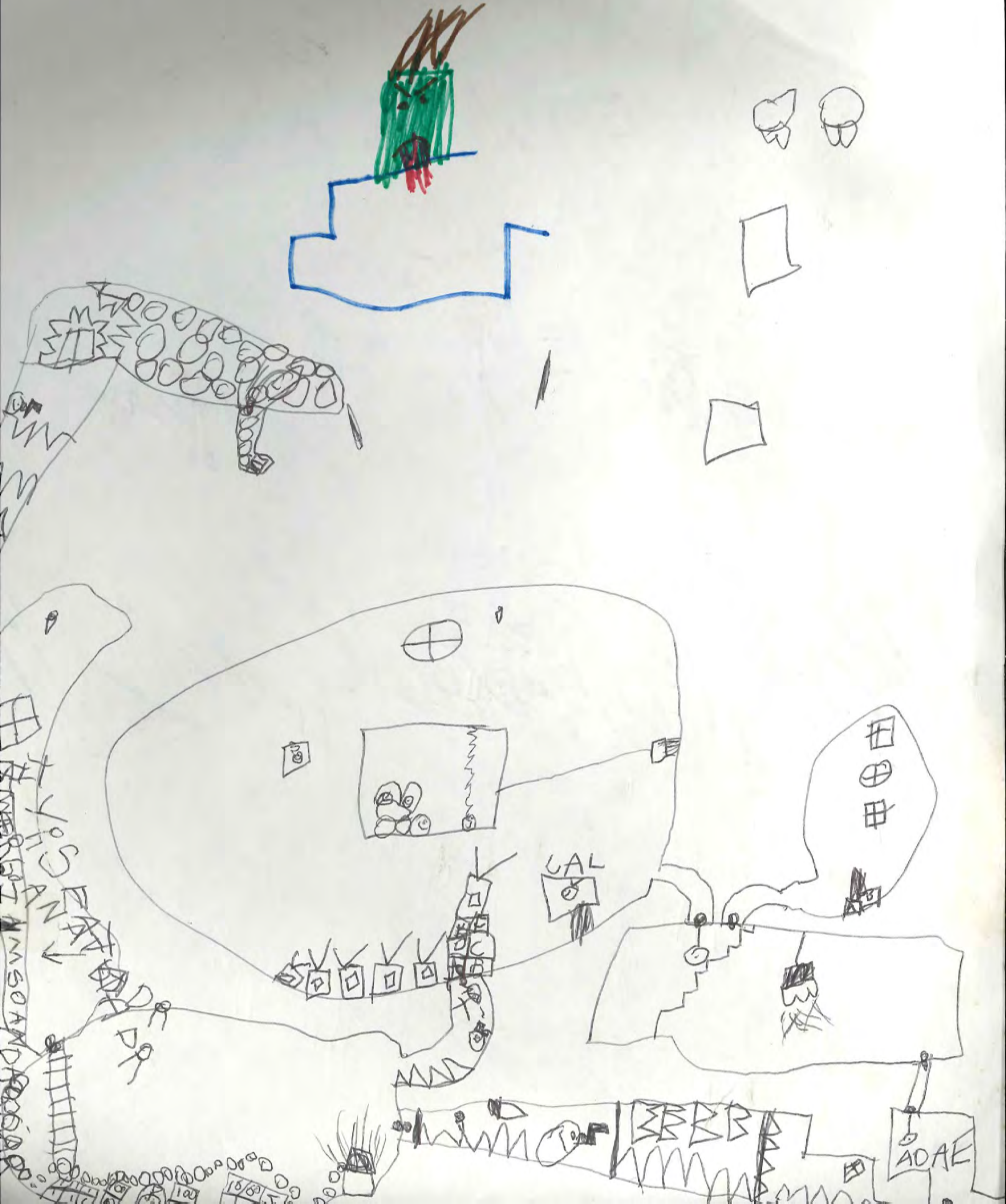
adam

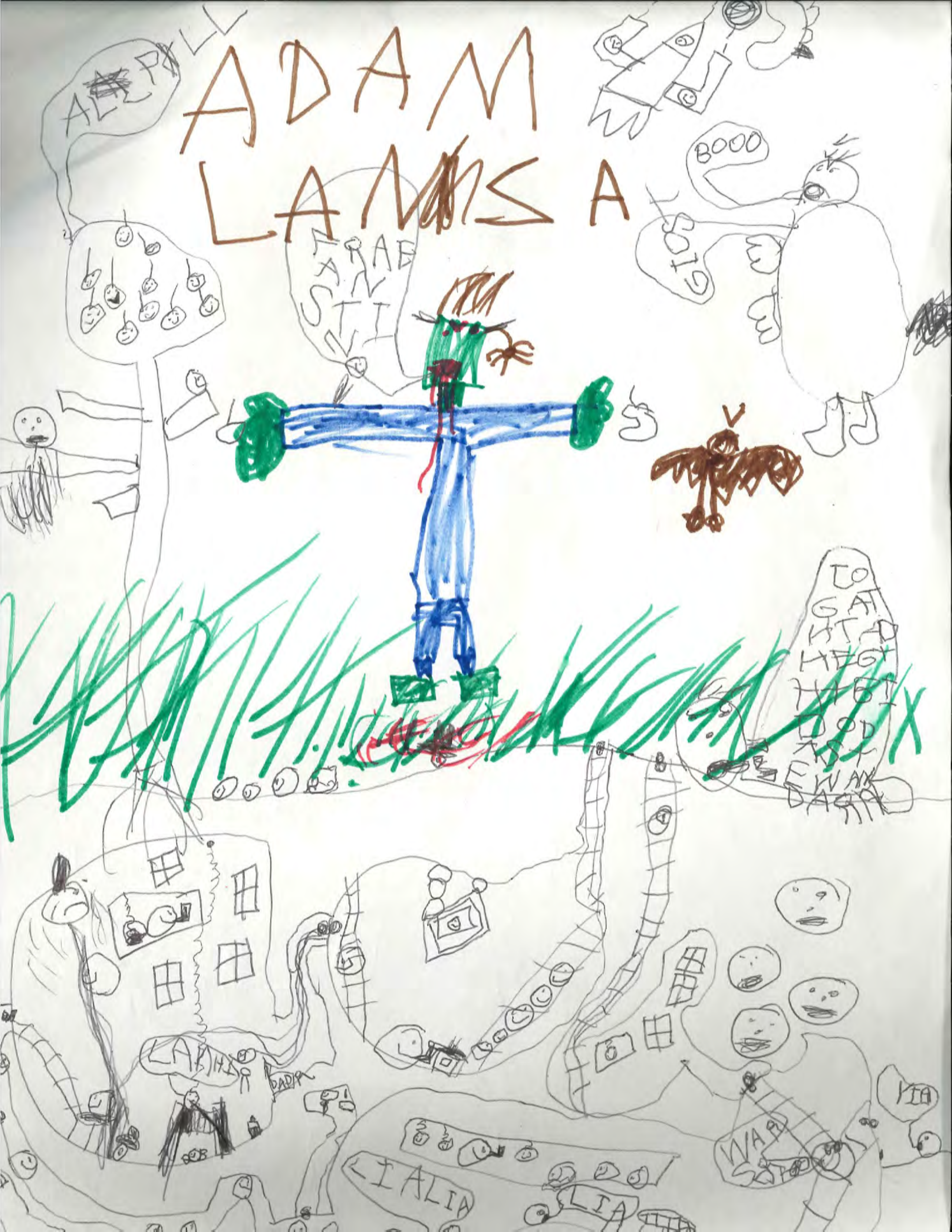
Zhou Yu 210

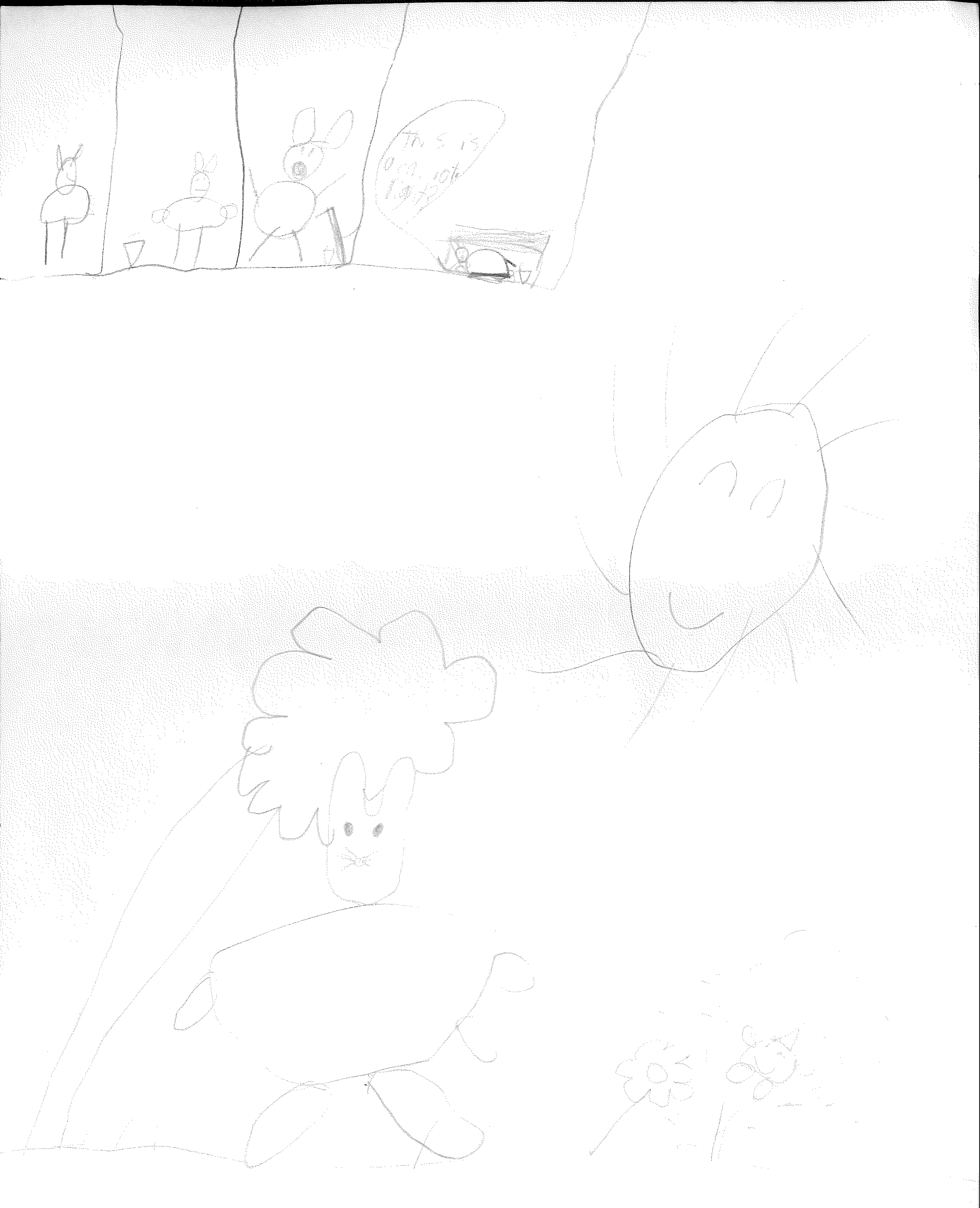


Ryan Lanza




CAL
ADAE


ADAM
LAMSA
BOOO
LIALIA
LIA
WAR



To: Bunny From: Adam

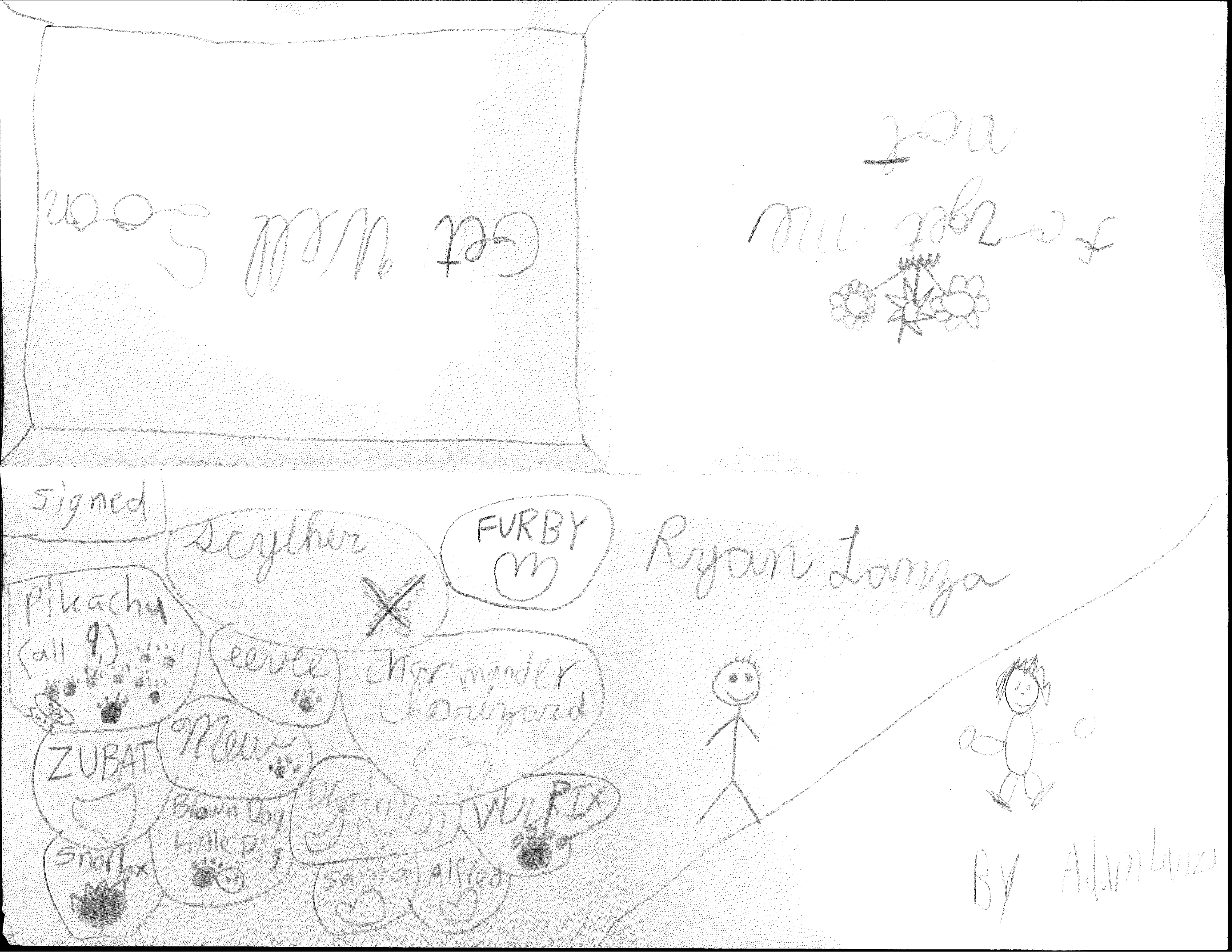
6 hrs

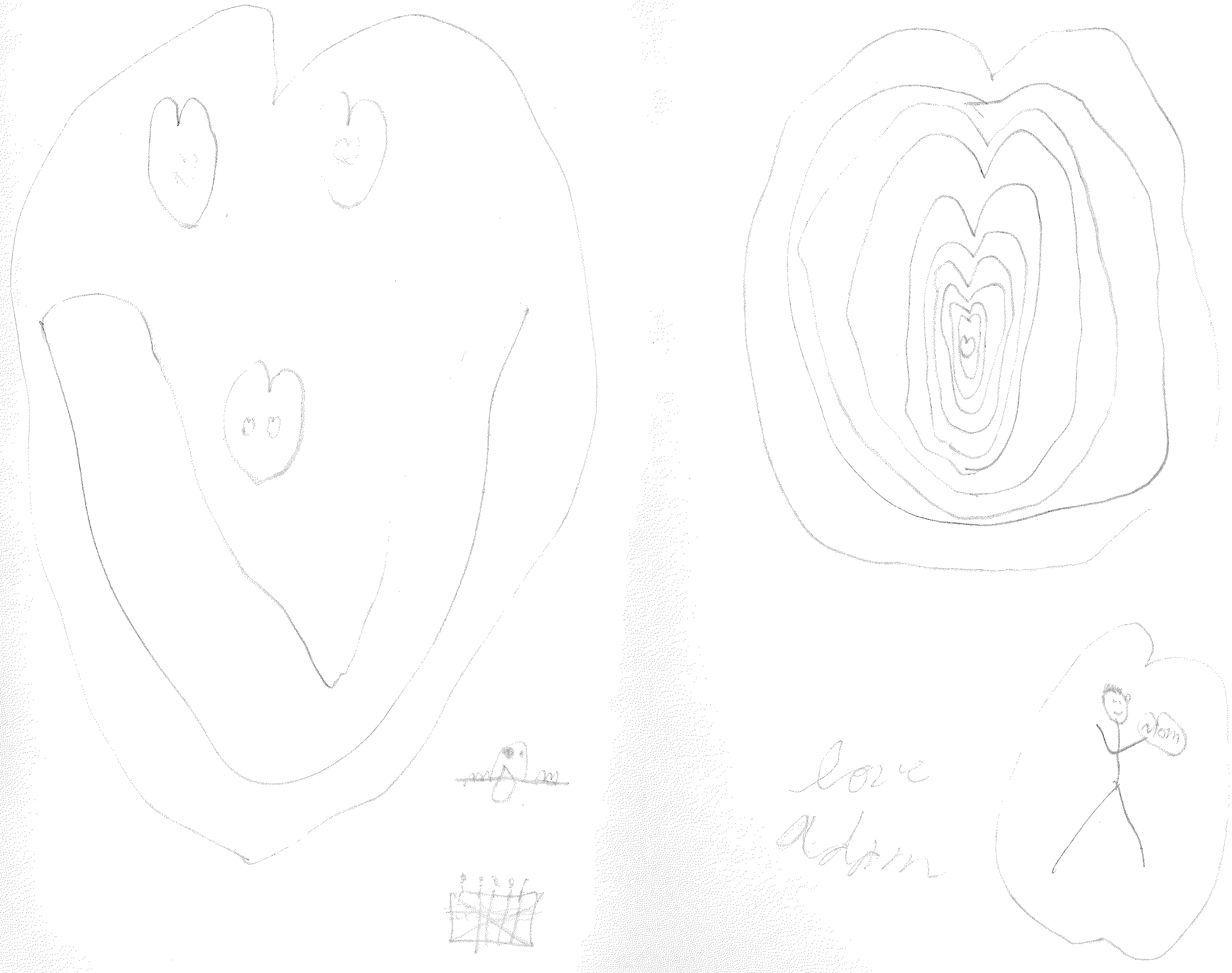
Noelle @ Thurs 27
11:30 AM

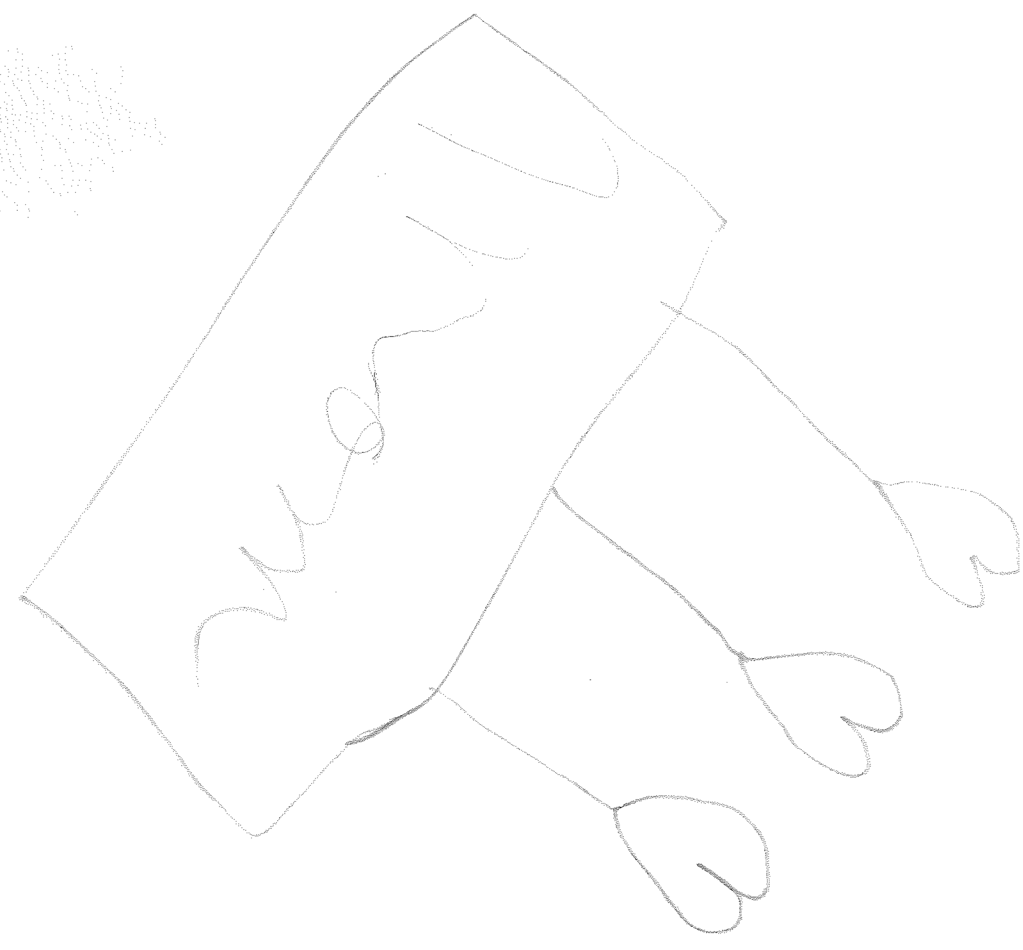
John 733 8893

Dr McKenna Mon July 12
7909155 4:15

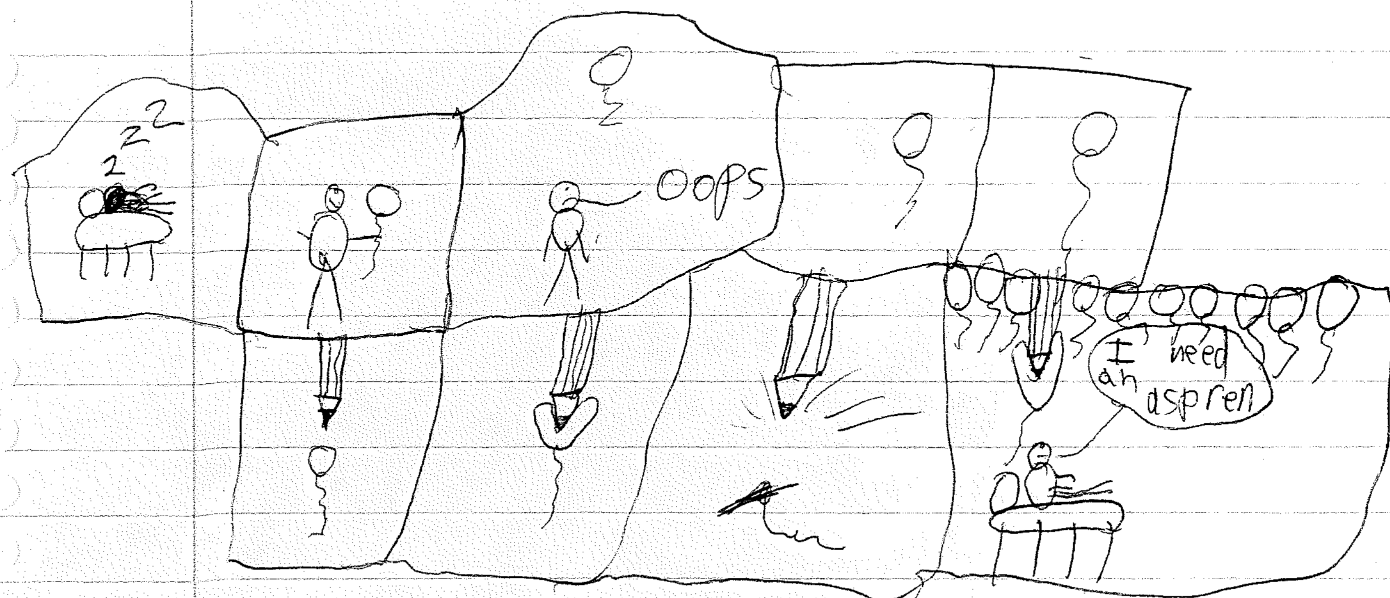
704.44


Get well soon
Forget me not
you
signed
scyther
FURBY
Ryan Lanza
Pikachu
(all 9)
eevee
charmander
Charizard
ZUBAT
Mew
Blown Dog
Little Pig
Dratini
(2)
VULPIX
Snorlax
Santa
Alfred
By Adam Lanza

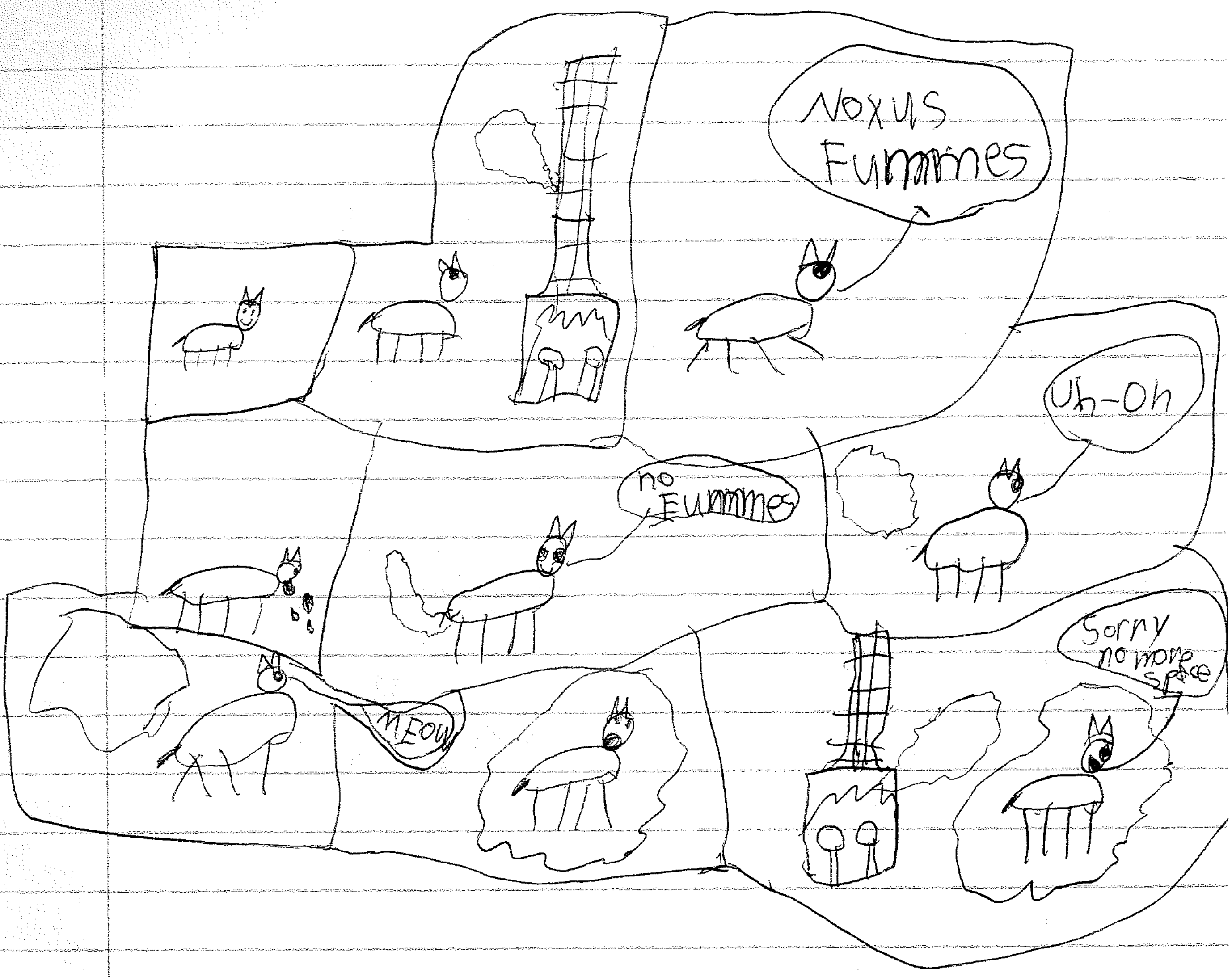

love
Mom



I saved you Pika.....
CHU!
exatly



Z Z Z
OOPS
I need ah aspren



Noxus Fummmes
no Fummmes
Uh-Oh
MEOW
Sorry no more space

What
are you doing
back here?
Get out!

'03, the
Red Sox
win the World
Series...

WAKE UP!

Adam

Ryan

Happy Birthday!

"And the Ya-a-a-ankees win!"

Derek

Garcia Para

cat
dog

Tweet! Tweet!
Chirp. Chirp
Meow.

MERRY CHRITMAS!!

and a splendid !!2001!!

TO,
SANTA

Dear Santa,   1-6-01

I like the pokémon cards you sent me and I would like it if you sent me more this year. Can it be first addition?

P.S. If you want to you you could send them now, and can you leave for Rick and Skippy something this Christmas?

turn →

36 Yoganonda street
Coneticut
06482

From,
Adam
Lanza

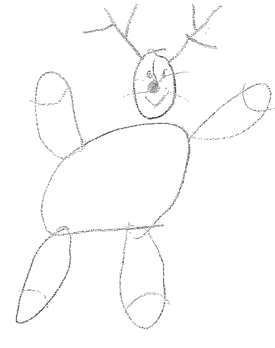
Dear Santa,

~~##~~ The Johto Pokemon cards you sent ~~//~~ me I really liked and I would like to have them for next Christmas P.S. can they be 1st additon?

and another P.S. can you leave something for Rick and Skippy this time.

From,
Adam

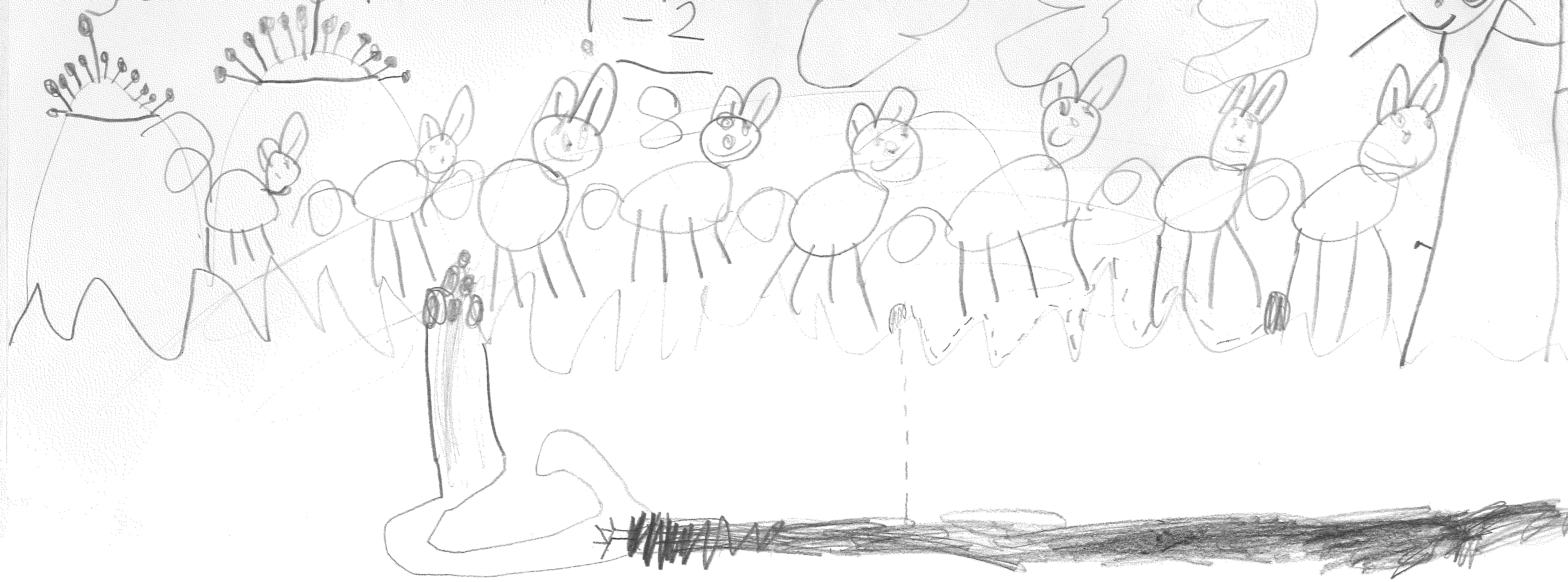
To
Santa



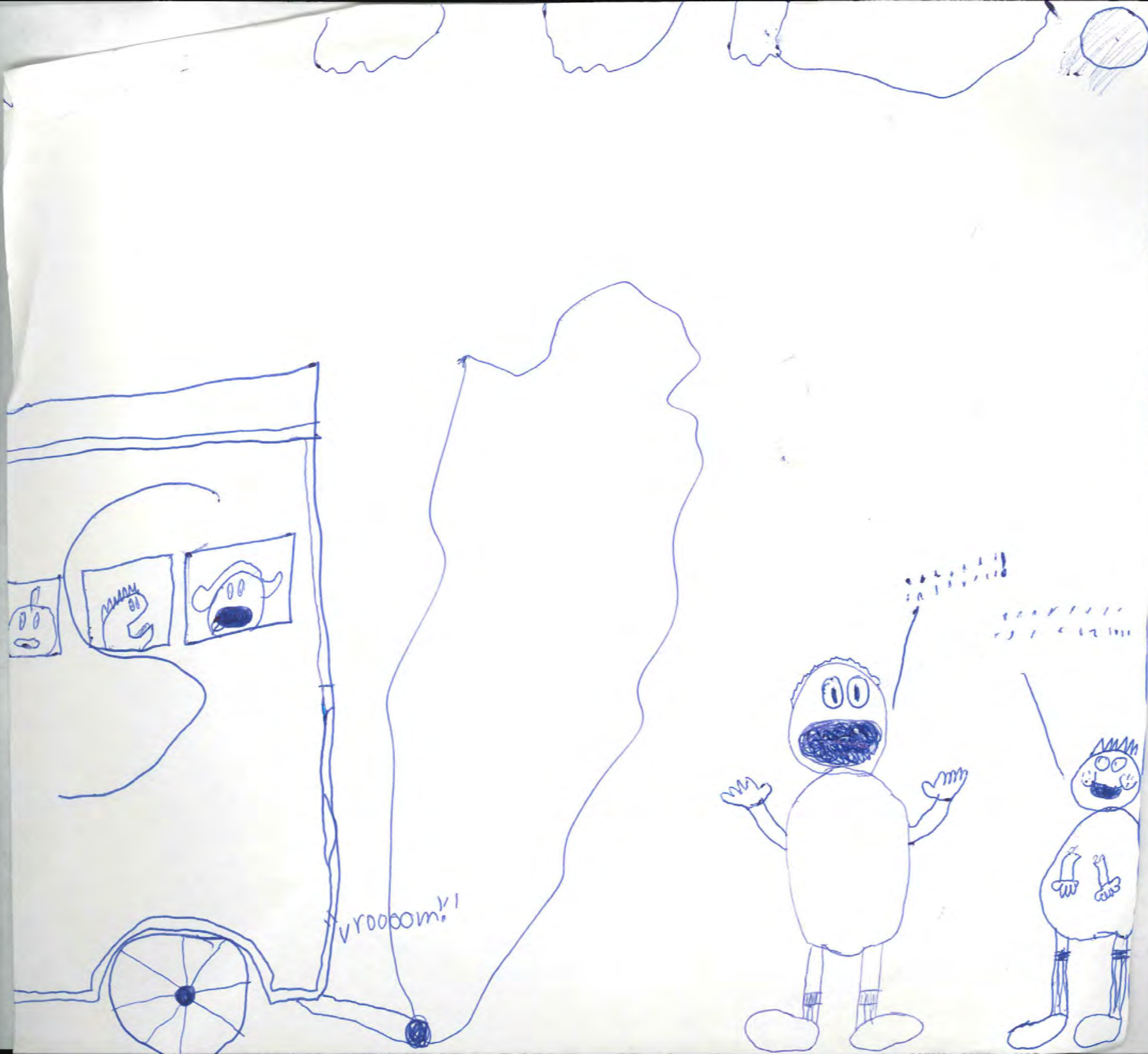
Zach
Billy
Tommy
Kimberly
Trini
Rock Ranger
Jason
Tom
JERRY

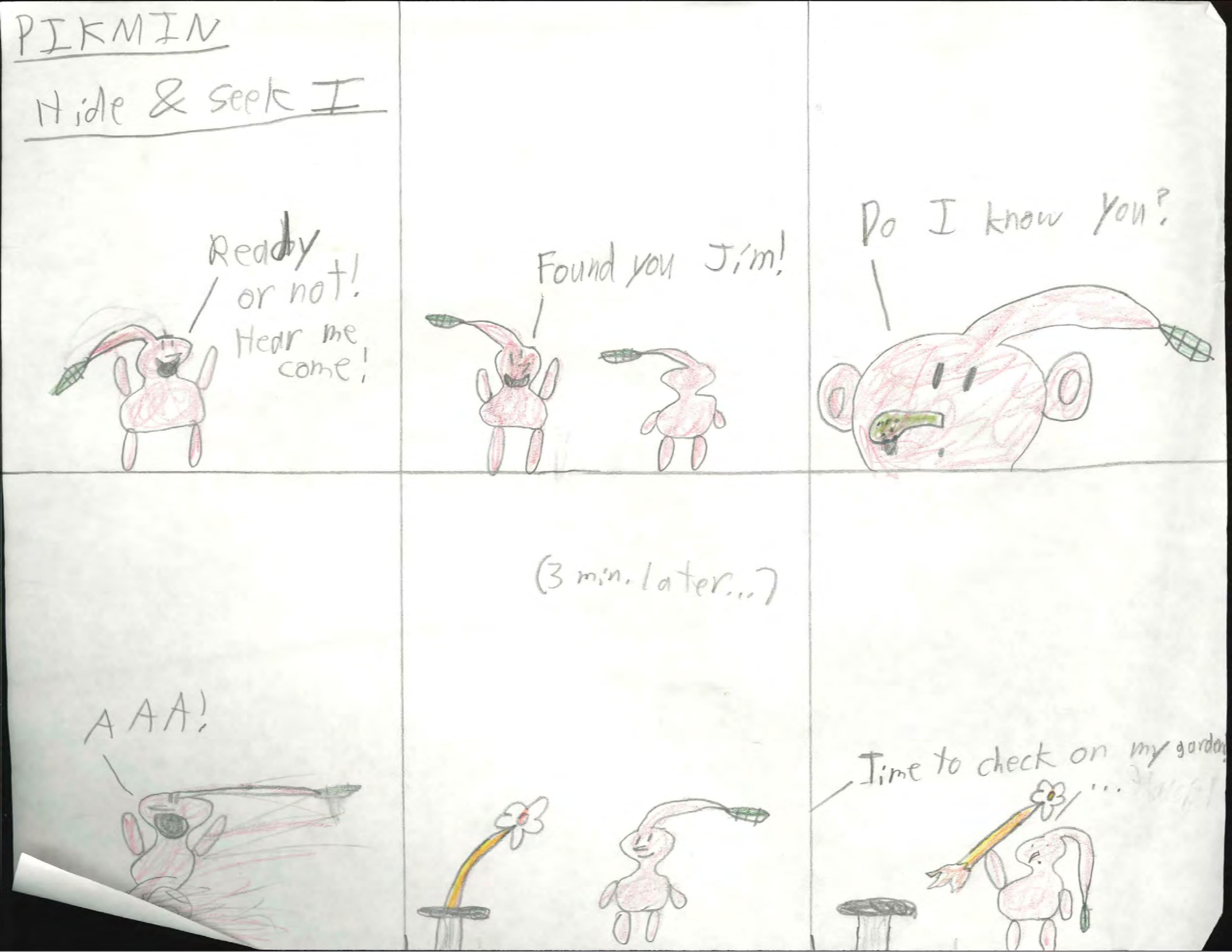
thr wor ten Pigs and tow wata wa how mne Pigs wor laft?

10
-2
8

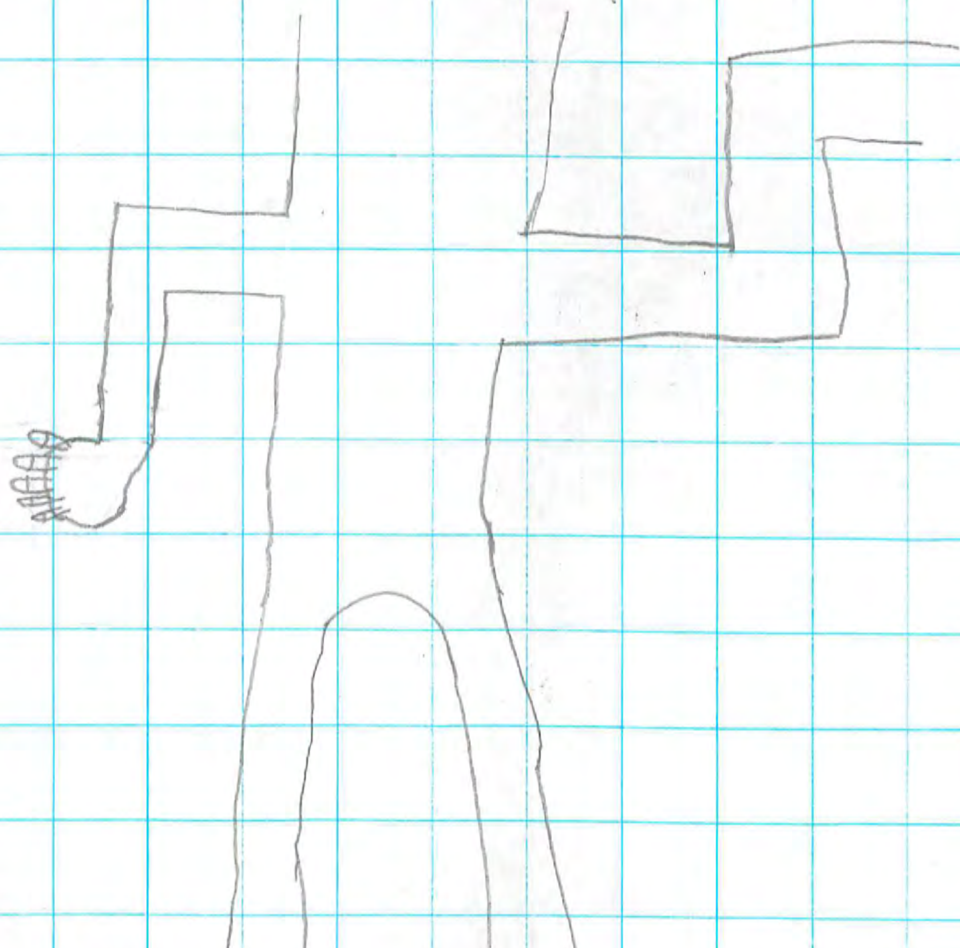


Adam


vroooom!!


PIKMIN
Hide & seek I
Ready or not! Hear me come!
Found you Jim!
Do I know you?
AAA!
(3 min. later...)
Time to check on my garden
...

adam
Lanza



Adam Lanza

Mister Perry A Fallacious Silent Spring

Rachel Carson, the author of Silent Spring, has largely been regarded as the mother of the environmentalist movement. Her book allegedly revealed the horrors of such substances as DDT, and sparked the environmentalism revolution of the youth of the United States. The content of her book, however, seems to have been well overlooked in the past, and if not so, at least definitely in the present. Her text is brimming with contradictions, logical fallacies, and utter rubbish. Her anecdotes of people's lives crumbling under the effects of pesticides are completely unreferenced. Even immediately at the beginning of her book on page 8, she claims that historians in the future will mock present humans because of their alleged trivial behavior in regards to insecticides, which if it is not poisoning the well, then what is? Starting out at the beginning:

On page 8, Rachel Carson asserts that insects which have been exterminated by means of insecticides always return in greater numbers. Of course, she is conveniently only referring to insects such as mosquitoes, which no one can claim are beneficial to humans. Whenever insects such as bees or butterflies are mentioned in the book, she always states that their populations rapidly dwindle and never recover in areas where insecticides have been sprayed. It makes absolutely no sense that insects that only have the capacity to be harmful, such as mosquitoes and ticks, would be the sole survivors and beneficiaries of insecticides while all other creatures would die.

On page 9, Rachel Carson claims that the perceived overproduction of food is a problem, and that there would be no detrimental effects if insecticides were not applied to crops, because much less food has to be grown, her proof being that the federal government annually spends one billion dollars on farming subsidies. On page 10, she also states that it is utterly unnecessary for farmers to be using insecticides when they are growing as many crops as they are. The correction to the problem of farm subsidies is to demarcate the federal government from all farming subsidies

instead of mandating that farmers grow less, and the farmers would voluntarily grow less or incur a loss as their crops rot. Not using insecticides and hoping that the insects will only consume a certain amount of crops would result in catastrophe. They do not conveniently contaminate certain acres and symbiotically allow humans to grow their crops in other certain acres which were unprotected by insecticides. If a rebuttal were that farmers in the United States in the 18th century were not using insecticides, the farmers in 1776 were living in a year where the population of the colonies was approximately 2.5 million. In 1962, the population was over 186.5 million, a 7500% increase. The farmers in the 18th century also were living in a largely agricultural society as opposed to the suburban life in 1962. It is also incorrect to claim, as Rachel Carson does on page 15, that humans are being exposed to insecticides for the first time, and that those farmers in the 18th century were not using insecticides. However, there is evidence that pesticides have been used since before 2500 BC. Elements such as the dreaded mercury, arsenic, and lead were even used as pesticides as early as the 15th century.

Much of her arguments against pesticides are largely aesthetic. An example of her belligerence is that on page 45, she says, "Such poisoning of waters set aside for conservation purposes could have consequences felt by every western duck hunter and by everyone to whom the sight and sound of drifting ribbons of waterfowl across an evening sky are precious.", and her argument against the use of pesticides on pages 86-87 are that some people enjoy watching birds. Even if the use of pesticides led to the demise of most birds, she never actually states a single time as to how that would be harmful.

Along with the birds, she argues in chapter 6 that roadside vegetation should never be subjected to herbicides because of its aesthetic values (sans the possible pleasure she receives from the casualties that it may induce). However, she offers an additional argument this time. She asserts on page 73 that "Of some 70 species of shrubs and vines that are typical roadside species in the eastern states alone, about 65 are important to wildlife as food, ". She may not understand, however, that the management of vegetation that lies on roadsides would not be destroyed in its entirety; only the particular plants that were on the roadsides themselves would be destroyed.

Claiming that the species of plants would become extinct is akin to saying that all humans will die owing to SARS because one particular city has an outbreak of it. Humoring her conjecture, however, she states on page 73 that farmers are utterly dependent on the pollination of bees, and that the destruction of all plants which inhabit roadsides would result in the extinction of bees owing to inadequate food supply. Bees do not pollinate Farmer Brown's crops because of any particular inclination toward his warm character, but merely because of the nectar which they receive from the crops. The copious nectar of the crops is what would be able to supply nutrition to the bees. It is not as though the bees would die once their crops of choice were no longer in season in the winter, because the roadside weeds that Rachel Carson adores do not last through the winter, either. She had previously just admitted earlier in the chapter that bees survive the winter because of the nectar that they gather during the prosperous plant seasons. If it is claimed, however, that Farmer Brown's few crops would not offer enough nutritional diversity, any of Rachel Carson's fanatics could only look back earlier in the chapter where she said that four species depend solely on the sage plant. For these reasons, it can be hypothesized that the extinction of roadside weeds would not even harm humans through insufficient bee pollination, however unlikely the extinction of the weeds would be. As with other facets of the book, her argument against herbicide use on roadside weeds is purely aesthetic and extreme.

Also along with her affection of the aesthetics of nature, she celebrates "natural" pesticides. On page 16, she lauds rotenone as a safe pesticide. However, rotenone has been recorded by the World Health Organization to be moderately toxic and extremely toxic to fish. There is also evidence that it has caused Parkinson's Disease in lab rats. What makes rotenone so very much more special than DDT, then? It is merely that it is a "natural" pesticide, not being industrially manufactured. Rachel Caron seems to be making the logical fallacy of appealing to nature; that anything that exists naturally is morally correct. Unfortunately, she does not extend this passion to humans, even though she argues on page 188 that, "Man, however much he may like to pretend the contrary, is part of nature."

Of course, Silent Spring is most well known for its contribution to the demise of DDT. Her

arguments essentially culminate in the following anecdote on pages 192-193:

> Our first knowledge of the symptoms of acute poisoning by DDT was furnished by several British investigators, who deliberately exposed themselves in order to learn the consequences. Two scientists at the British Royal Navy Physiological Laboratory invited absorption of DDT through the skin by direct contact with walls covered with a water-soluble paint containing 2 percent DDT, overlaid with a thin film of oil. The direct effect on the nervous system is apparent in their eloquent descriptions of their symptoms: 'The tiredness, heaviness, and aching of limbs were very real things, and the mental state was also most distressing . . . [there was] extreme irritability . . . great distaste for work of any sort . . . a feeling of mental incompetence in tackling the simplest mental task. The joint pains were quite violent at times.'
>
> Another British experimenter who applied DDT in acetone solution to his skin reported heaviness and aching of limbs, muscular weakness, and 'spasms of extreme nervous tension.' He took a holiday and improved, but on return to work his condition deteriorated. He then spent three weeks in bed, made miserable by constant aching in limbs, insomnia, nervous tension, and feelings of acute anxiety.

However, immediately on the following page, she says:

> Why does not everyone handling and using insecticides develop the same symptoms? Here the matter of individual sensitivity enters in. There is some evidence that women are more susceptible than men, the very young more than adults, those who lead sedentary, indoor

> lives more than those leading a rugged life of work or exercise in the open [Which contradicts which she had previously said many times in the book that drawing on fat deposits is allegedly what normally induces the worst effects of DDT exposure]. Beyond these differences are others that are no less real because they are intangible. What makes one person allergic to dust or pollen, sensitive to a poison, or susceptible to an infection whereas another is not is a medical mystery for which there is at present no explanation.

According to her, a young housewife who tends to her garden, which has had DDT applied to multiple times, for multiple hours per week, is much more susceptible to DDT exposure than haggard old male scientists. Yet, the scientists were who were suffering adverse effects after limited exposure, for months on end, while the young housewife is perfectly healthy. The incident of the scientists is akin to the incident of the Gulf War Syndrome, where many soldiers had largely reported chronic symptoms such as headaches and fatigue, no matter what role they served in the war. They could have had limited exposure to even the outdoors, yet they all report similar effects owing to the power of belief in the human mind.

Perhaps Rachel Carson did have some credibility in 1962, because she could not observe life 46 years in the future. Why, however, is she still highly acclaimed? She claimed on page 59 that there were "endless problems" in manufacturing baby food that does not have "toxic insecticides" used on them. That implies that there was absolutely no food remaining for infants, and those infants in 1962 are adults now that are not dying because of the "toxic insecticides". On pages 21-23, she writes of how much DDT is in humans, and how infants are being exposed to it in large and harmful amounts. However, an infant born in 1950 would be 58 years old in 2008. They would have prenatally been exposed to DDT in large quantities and been exposed to it throughout their life. Yet, they live longer now than they ever have before, and contemporary death attributable to DDT are never even heard of. She argues against its use without apparent

reason; people had been exposed to it in large quantities for most of their lives without damage. On pages 40-41, she even asserts that all ground water in the United States has been universally poisoned by insecticides, which even if they are not detected, she says, are still there. It also apparently cannot be filtered by purifying plants, according to her. Yet, we still live.

On pages 6, 15, 16, 17, 21, 23, 24, and 195, she uses her scare tactics to write that the artificial compounds are lodged into tissue and passed through all generations indefinitely, existing in everyone. She does not seem to mention that every single element that exists acts similarly. Silver, for example, mainly lodges- which is a word she enjoys using when frightening people into submission with her claims- in the skin and liver. An adult has between 10 and 250 p.p.b. of silver lodged ingrained in their tissue, with more than 2 milligrams of it in their body. Copper can exist lodged in liver between 2 and 10 p.p.m. with a total of 70 milligrams in the body. The average daily intake of arsenic can be up to a milligram, and a human averages 7 milligrams spread throughout the body in total, with between 2 and 9 micrograms lying dormant in each liter of blood. Yet, all of the elements amount to no detrimental health effects just because they exist in the body, as Rachel Carson wants for everyone to believe applies to artificial compounds.

People such as Dan Quayle are forever tormented merely because they misspell a single word. Al Gore is ridiculed because of a public misunderstanding of a single sentence that he phrased poorly about the internet, which was accurate. Yet with all of her belligerent absurdity and inaccuracies, Rachel Carson is highly revered and will continue to be. All that her malignant diatribe amounted to was a public misperception of perhaps the single most helpful chemical created by humans in the war against pests: DDT. Malaria now infects over 500 million people per year and kill between one and three million. When DDT bans were not imposed in the name of radical environmentalism, it was taking the route of polio, which only exists in four countries now after causing major epidemics in the 20th century. Perhaps Rachel Carson can be thanked for this because of her book. The only likely reason that she is praised is because of the irrational fear that she instilled in people.

My name is Adam Lanza.

On October 9, 2006, North Korea announced that it had successfully tested a nuclear weapon. Various nations have expressed displeasure towards North Korea since 1989, when it was suspected that the North Koreans were building nuclear reactors. This fear is essentially unfounded in the year 2006, though. North Korea currently poses little threat to most nations, and a few undeliverable nuclear weapons with a yield of a couple kilotons barely add to its power.

A fallacy in the fear of North Korea's nuclear weapons is that it is commonly claimed to possess an entire arsenal of fully functioning nuclear weapons. A nuclear warhead is not the entire part of a nuclear weapon; it cannot merely be thrown at a hostile nation. A functional delivery system must be developed. North Korea does possess the Taepodong-1 intermediate-range ballistic missile, but it is of little concern to the United States; it would not be able to reach the United States with its short range. The nations that would be concerned with the Taepodong-1 intermediate-range ballistic missile are the ones that surround North Korea, such as Japan and South Korea. Even though the North Koreans have theoretically gained the ability to launch a nuclear warhead at those nations, there is little motivation for them to do so. The North Koreans would achieve no benefits by launching a nuclear weapon. Embargo acts against North Korea would be executed by nearly every nation on the planet, they would lose China as an ally, North Korea would likely be invaded by United Nations forces, they would gain nothing, and they would have had their nuclear program be a failure. In addition, North Korea has not even developed sufficient quantities of warheads to initiate a war. It can be assured that North Korea will not attack South Korea, Japan, China, or any other nation near it.

The few nuclear warheads that North Korea may possess could be mounted on their Taepodong-2 intercontinental ballistic missiles, if they functioned properly, and theoretically be launched toward the United States. When it was tested on July 5, 2006, though, it failed within the first forty seconds after launching it. If the Taepodong-2 intercontinental ballistic missile functions properly in the future, it is suspected to have the ability to reach the mainland United States, but with very low accuracy. Yet again, it could not merely be thrown at the United States. The missiles that have not currently been developed properly, and may never be, carrying the mere few crudely developed nuclear weapons with a yield of a couple of kilotons would have to travel thousands of miles to a very small area to destroy a United States city. They also would have to detonate properly, which is not a simple process, especially after traveling a few thousand miles. Also, the United States would be aware of North Korea launching nuclear weapons. If the United States were able to learn that Cuba was installing surface-to-air missile sites in the 1960s, there is little chance that they would not have the ability to know that North Korea was launching nuclear weapons, especially after publicly stating that they have successfully tested a nuclear weapon. It should be assumed that North Korea poses no threat to the United States, which they would have little reason to attack initially. Their Taepodong-2 intercontinental ballistic missile should not be feared at all, too. The North Koreans would achieve more efficiency by using an already-functioning Taepodong-1 intermediate-range ballistic missile when launching a nuclear warhead at their only available targets, which are the nations surrounding North Korea, than by using a Taepodong-2 intercontinental ballistic missile.

weapons that they have, an embargo act must be initiated by every nation against them, or war should be declared against them; it is better to destroy a rogue nation than for the possibility of the world to be filled with nuclear weapons and hostile intentions.

You make a good case that North Korea does not pose a big threat in terms of launching a nuclear missle. Because it does need money, it does pose a threat as a seller of nuclear weapons and technology to other nations and terrorist groups. The latter will certainly not abide by any U.N. resolutions.

50 1.) Archipelago.
2.) Shoguns.
3.) The United States demanded that they open their port for their four ships.
4.) Industrialization was initiated.
5.) Feudal classes were abolished.
6.) To acquire resources for their factories.
7.) To become equal to the other nations.
8.) A militarism-oriented government.
9.) The United States did not permit Japan to have access to oil and other industry-related resources.
10.) Pearl Harbor.
11.) Nagasaki.
12.) Hiroshima.
13.) Kami.
14 — torii
15.) Buddhism formed in the nations surrounding the Indian Ocean.
16.) Buddhism focuses on enlightenment.
17.) Haiku.
18.) Noh.
19.) Kabuki.
20.) Origami.
21.) It is considered to be traditional. There is a ritual practiced which can last several hours
22.) Confucianism.
23.) Architecture.
24 — 25.) Pollution and insufficient land area.
26.) Tokyo.
27.) Hokkaido, Honshu, Shikoku, and Kyushu.
28.) Hokkaido, Honshu, Shikoku, and Kyushu.

Part 2: 1.) Japan's isolated nature has affected political and military structure by causing it to be as late as 1853 when the Japanese people accepted the foreigners, and causing it to become a military dictatorship to become superior to the other nations, inevitably causing it to lose World War II and be occupied by the United States, which caused it to become democratically orientated. It affects Japan's economy by causing the Japanese people to import their resources. It has affected their social structure and culture by causing them to cherish their past culture instead of completely assimilating, due to a sub-consious attempt at acquiring a superior status over foreigners.

Part 2: 2.) Japan's economic miracle was how it became a world-leader in industrialization after World War 2.

1.) The Korean War required other countries to purchase their products.

21

2.) The United States funded their defense.

3.) Japan become a democracy. *Make a connection between this and the economic miracle*

4.) There were many educated workers.

5.) The United States assisted through financial aid.

For the first essay we had discussed more about social and cultural aspects than you perhaps knew about. The crowded living space contributes to creative uses of space and courteous behavior which emphasizes what is best for society rather than the individual.

ASIAN STUDIES
Final Exam Review

CHINA

geographic features

Confucianism

Taoism

traditional vs. modern culture

Manchu Dynasty--problems and fall

Chinese Revolution

Communist Revolution

influence on world affairs

KOREA

geographic features

homogeneous society

Chinese influence

Japanese imperialism

nationalism

results of Korean War

characteristics of North Korea and South Korea

prospects for reunification

relations with the United States

JAPAN

geographic features

religion: Buddhism and Shinto

arts

Japanese family

- Chinese influence
- Western influence
- World War II
- world economic power
- relations with the U.S.

THE INDIAN SUBCONTINENT

- geographic features
- religion: Hinduism
  Islam
- religious conflict
- caste system
- colonialism
- independence
- Pakistan
- struggle to modernize
- influence on world affairs

SOUTHEAST ASIA

- geographic features
- religion: Buddhism and Islam
  Catholicism (Philippines)
- colonialism
- World war II
- independence
- problems of stability
- struggle to modernize
- influence on world affairs

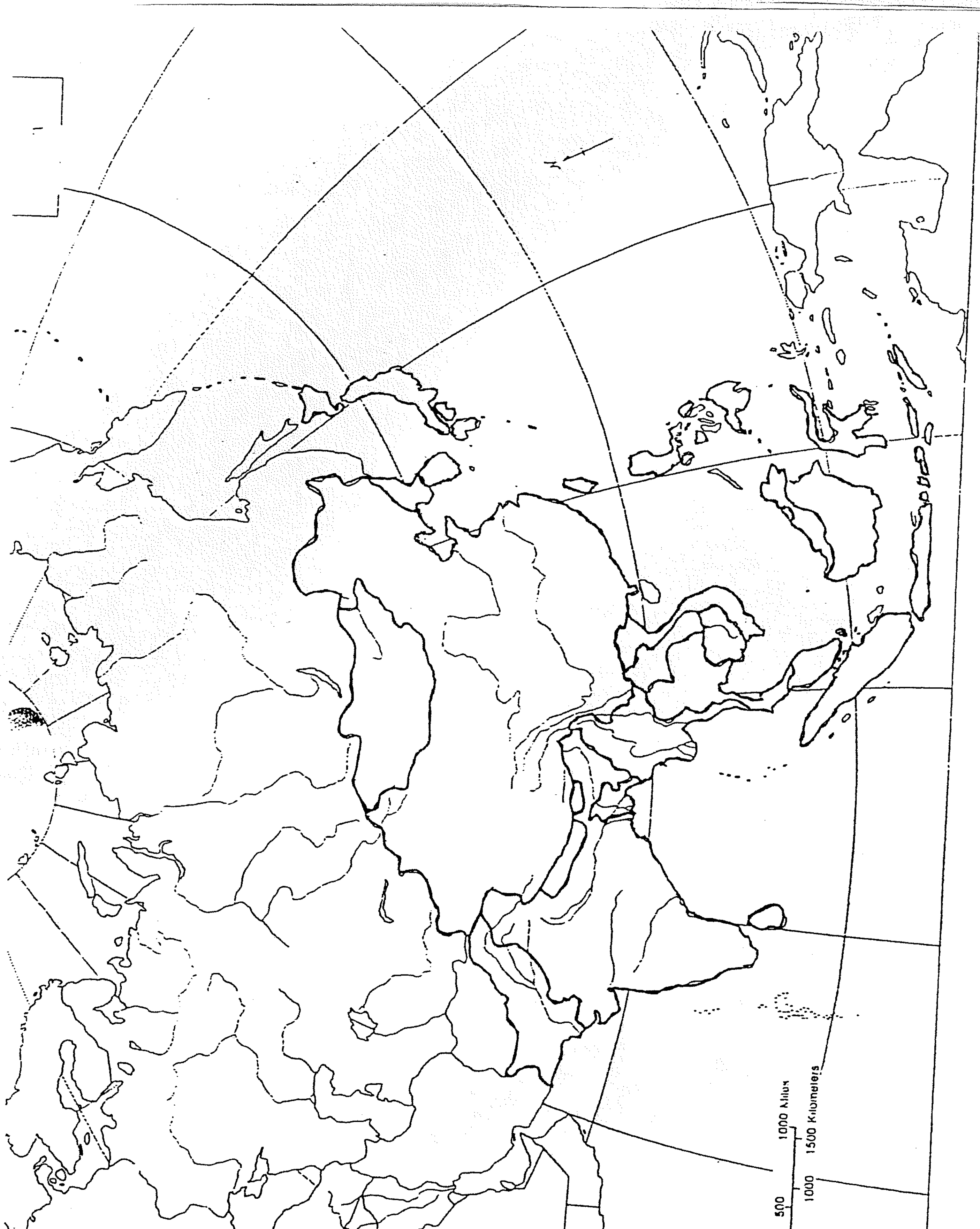
VOCABULARY

cultural diffusion
monsoons
Mandate of Heaven
Middle Kingdom
kowtow
filial piety
yin and yang
Great Wall
Opium War
Hong Kong
Taiping Rebellion
Boxer Rebellion
Sun Yat-sen
Chiang Kai-shek
Mao Zedong
Long March
Cultural Revolution
Deng Xiaoping
Taiwan
Beijing
Tiananmen Square
Jiang Zemin

archipelago
kami
samurai
Matthew Perry

Sepoy Rebellion
Amritsar Massacre
Mohandas Gandhi
Kashmir

Cold War
Ho Chi Minh
Khmer Rouge
Pol Pot


0 500 1000 Miles
0 500 1000 1500 Kilometers

Japan: Pages 389-392:

1.) An archipelago is a chain of islands. Two archipelagos are the Aleutian Islands and the Lesser Sunda Islands

2.) The seas surrounding Japan have allowed the Japanese people to be isolated from other nations, have provided nutrition to the Japanese people through fish, and the Inland Sea is protected from storms from the Pacific Ocean, permitting it to be used for traveling through.

providing some measure of protection in the past

Japan is located directly in the Pacific Rim of Fire, causing approximately 1500 earthquakes a year. Japan has 30 active volcanoes, and is stuck by frequently occurring typhoons.

Approximately 80% of Japan is composed of mountainous regions that have little arable land. The Japanese people are crowded into the few plains that there are. Farming methods have had to be efficient because of the large population and little farmland that there is, causing the Japanese people to assimilate other nations' methods into their own.

Japan has a mild climate. It permits crops to be grown for most of the year, and there is more than sufficient rainfall for farming.

Japan has few mineral resources in its territory, and imports them from other nations because of it. In the past, however, it was not necessary for them to import minerals because they were not an industrial country as they are now.

3.) The Japanese people feel as though they must be distinguished from other nations. It is likely due to them being isolated from other nations until the 19th century. Whatever extraneous pride they have today is likely due to the embarrassment they suffer from being technologically inept during the mid-19th century, due to their culture's nature of respect. Adopting Buddhism and not approving of butchering animals in the past, which caused discrimination between them, was convenient, too. Their limited land caused raising animals to be inefficient, so it was easily claimed by them to be unmoral.

Isolation led to a strong national identity and ethnocentrism

Japan: Pages 393-401:

1.) China influenced the Japanese people by being more advanced than they were. The Japanese people adopted China's elaborate script, a variety of its government, its agricultural, manufacturing, & architectural technology, and some of its religious philosophies.

2.) Feudalism is a system of government that has various levels of rulers ruling over each other. Through a series of obligations to each other, order was supposed to be maintained!

3.) Shogun/Emperor-Samurai-Commoners

4.) The disadvantage of a feudalistic system of governing is its fluctuating nature (It could imitate a democracy and then a communist government the next day) and potential for frequent warfare.

5.) Tokugawa shoguns were able to unite Japan by having samurais' families be hostages in Edo, and forcing the samurai to spend every other year in Edo. Their economy and roads developed as their feudalistic system of governing was developing properly.

6.) Because of Tokugawa shoguns, cities developed that traded with each other and founded banks. People became more educated and there were no skirmishes between the samurai, who became government officials and managers of the shoguns' estates.

7.) The Tokugawa shoguns felt threatened by other nations and caused Japan to become isolated because they were becoming dependant upon other nations, the Japanese people were becoming Christians, and the Spanish were continuing their crusade around the world.

8.) Mount Fuji was considered to be sacred by the Japanese people because they did not understand what it was. They thought that it was a connection between their world and another world because it was unique.

10.) Zen Buddhism is a variety of Buddhism that is oriented on meditation and self-control, claiming that people will achieve salvation by doing so. It appealed to the Tokugawa shoguns because they believed that it would develop the self-control that they believed that their life required. *I forgot to include the reading that would have helped you with ~~this~~ question 9. I have attached it to the original sheet of questions.*

11.) In traditional Japan, their family was more important to them than their rulers. Samurai had to always support their rulers, and art was important to them.
groupism, hard work, discipline, duty, loyalty

Japan: Pages 401-408:

1.A.) It was a convenient time for Japan to change its government in 1868 because wealthy merchants could not change their class, samurai were taxing the commoners more than was necessary, and no other great nation was operating under a feudalistic system. *People were angry about this and demanding change*

1.B.) The results of the rebellion were the Meiji reign, and many Japanese people were sent to other countries to study their technology and military. *- restoration of emperor to power*
end of feudal system

2.) The goals of Japan were to abandon their feudalistic form of government and become more democratically-orientated and to use Western technology for factories and agriculture. *strong central gov't*

3.) The Japanese government learned how to use Western technology and developed factories that it later sold to private entities. They encouraged cooperation between companies instead of competition.

4.) The Meiji restoration changed only having samurai being in the military to having all males be in the military, and causing samurai to lose most of their influence. Millions of Japanese people moved to cities to work in factories, and females began to work in the factories, too. All children had to attend an elementary school.

5.) Japan was able to modernize quickly because of their traditional philosophy of one entity providing obedience to another, which provides wealth to them, such as a worker and their boss in a factory.

6.) The Japanese people were seeking an empire past their territory because other great nations expanded, and they wanted to have the same power that they did. They also had to gather materials, such as iron and coal, which were not available in their territory, since they had industrialized and now required it.

7.) The government of Japan changed in the 1930s by becoming a military dictatorship.

8.) After the Germans had invaded France, the Japanese conquered the French's land in Asia. The United States ceased trading oil with them, and the Japanese attacked their port of Pearl Harbor.

9.) In 1942, Japan owned Japan, Manchuria, Indochina, Hong Kong, and most of South-Eastern Asia. It was significant for the Japanese to conquer more land because they required resources and did not want their opposing nations to have influence there.

10.) The Japanese people surrendered to the United States because their resources had been depleted, they had been bombed by the United States, they had essentially no air force left, and they had been attacked with two nuclear weapons.

You put good effort into the responses.

Adam Lanza

2007

Regarding: Political and Economic Reforms in Japan under United States Occupation

On August 14, 1945, Japan surrendered to the Allies of World War II. The Japanese had suffered a great defeat. Approximately 10% of the Japanese population had been wounded or had died. Of the remaining citizens, approximately 9,000,000 were left homeless. Nearly every major city had been conventionally bombed. Steel production was at less than 10% of what it was the previous year, there were very few resources, and rations set by the government were not sufficient to survive. Nearly everyone had to purchase merely the basic necessities for life, such as food, or die of starvation. The United States occupied Japan and was responsible for its recovery, which miraculously recovered beyond what it had been in the past.

The Supreme Commander of the Allied Powers, General Douglass MacArthur, was appointed by Harry Truman to supervise the occupation of Japan. It was decided that the newly formed Diet of Japan, their legislature which had over 80% of its 466 members elected in 1946, was going to draft a new constitution for Japan. When it was too similar to the Meiji constitution, Douglass MacArthur had twenty-four Americans in the

Identify this

S.C.A.P. Government Section draft a constitution, translate it into Japanese, and present it to the Diet, who accepted it. The constitution was Democratically-oriented. It was believed that a Democratic Japan would strive away from militarism and be a valuable

and dependable ally as tensions between the United States and the Union of Soviet Socialist Republics escalated in the later 1940s.

There were many major points in the new constitution. The first was that the emperor of Japan, Hirohito, was to become a figurehead of Japan instead of an authority figure in the government; The Diet assumed the role of the only Japanese legislature. Every Japanese citizen was granted all fundamental human rights. All Japanese citizens were claimed to be equal, and all laws passed by the Diet had to be for the benefit of the nation's citizens. Every adult citizen, whether male or female, was granted suffrage. Workers achieved the right to unionize, and academic freedom was founded. Japan's land, sea, and air forces were to be no longer maintained, and militarism was outlawed in the government of Japan.

How could you make a smoother transition between paragraphs?

Japan's economy did not develop steadily during the first few years of the United States' occupation. There were high rates of unemployment, there was low production, and there was general public unrest. As the war in Korea began in 1950, though, the demand for Japanese products and supplies greatly rose. It provided stability in the Japanese economy. Another benefit for Japan was that the Japanese were able to focus on economic growth instead of developing a military, which the United States provided to defend them. The United States ended its occupation less than seven years after it began, on April 28, 1952. Merely twenty-five years after the end of World War II, Japan was among the largest industrial producers in the world.

The United States' occupation of Japan had lasting beneficial effects. It caused the Japanese to adopt a Democratic constitution and no longer view the emperor as a mystical deity as schools were no longer permitted to teach students obedient citizenry,

and students were encouraged to think for themselves. The United States' occupation of Japan also developed an alliance with them that has continued for multiple decades. It additionally developed the Japanese economy, which is a leading industrial nation in the year 2007.

Alex,

I enjoyed reading your paper. You discussed key points in the political evolution of Japan, and you cited reasons why it was able to make economic progress. You explained both of these clearly.

I do not believe it is fair for me to give you a grade based on the performance standards since you were not in my class to hear me explain the expectations

Works cited:

Huffman, James. Modern Japan. 198 Madison Avenue, New York, New York: Oxford University Press, Inc., 2004.

Kawai, Kazuo. Japan's American Interlude. Chicago, Illinois: The University of Chicago Press, 1960.

Dower, John. Embracing Defeat: Japan In the wake of World war II. United States of America: W.W. Norton and Company, 1999.

Reischauer, Edwin. The Japanese. United States of America: President and Fellows of Harvard College, 1977.

The sources are fine. MLA format has particular requirements. The major ones are:

Alphabetize according to the first word of the entry.

Use hanging indents (Indent the second and all subsequent lines

Double space all lines. There should not be additional spaces between entries

ASIAN STUDIES
Final Exam Review

CHINA

- geographic features
- Confucianism
- Taoism
- traditional vs. modern culture
- Manchu Dynasty--problems and fall
- Chinese Revolution
- Communist Revolution
- influence on world affairs

KOREA

- geographic features
- homogeneous society
- Chinese influence
- Japanese imperialism
- nationalism
- results of Korean War
- characteristics of North Korea and South Korea
- prospects for reunification
- relations with the United States

JAPAN

- geographic features
- religion: Buddhism and Shinto
- arts
- Japanese family

Chinese influence

Western influence

World War II

world economic power

relations with the U.S.

THE INDIAN SUBCONTINENT

geographic features

religion: Hinduism

Islam

religious conflict

caste system

colonialism

independence

Pakistan

struggle to modernize

influence on world affairs

SOUTHEAST ASIA

geographic features

religion: Buddhism and Islam
Catholicism (Philippines)

colonialism

World war II

independence

problems of stability

struggle to modernize

influence on world affairs

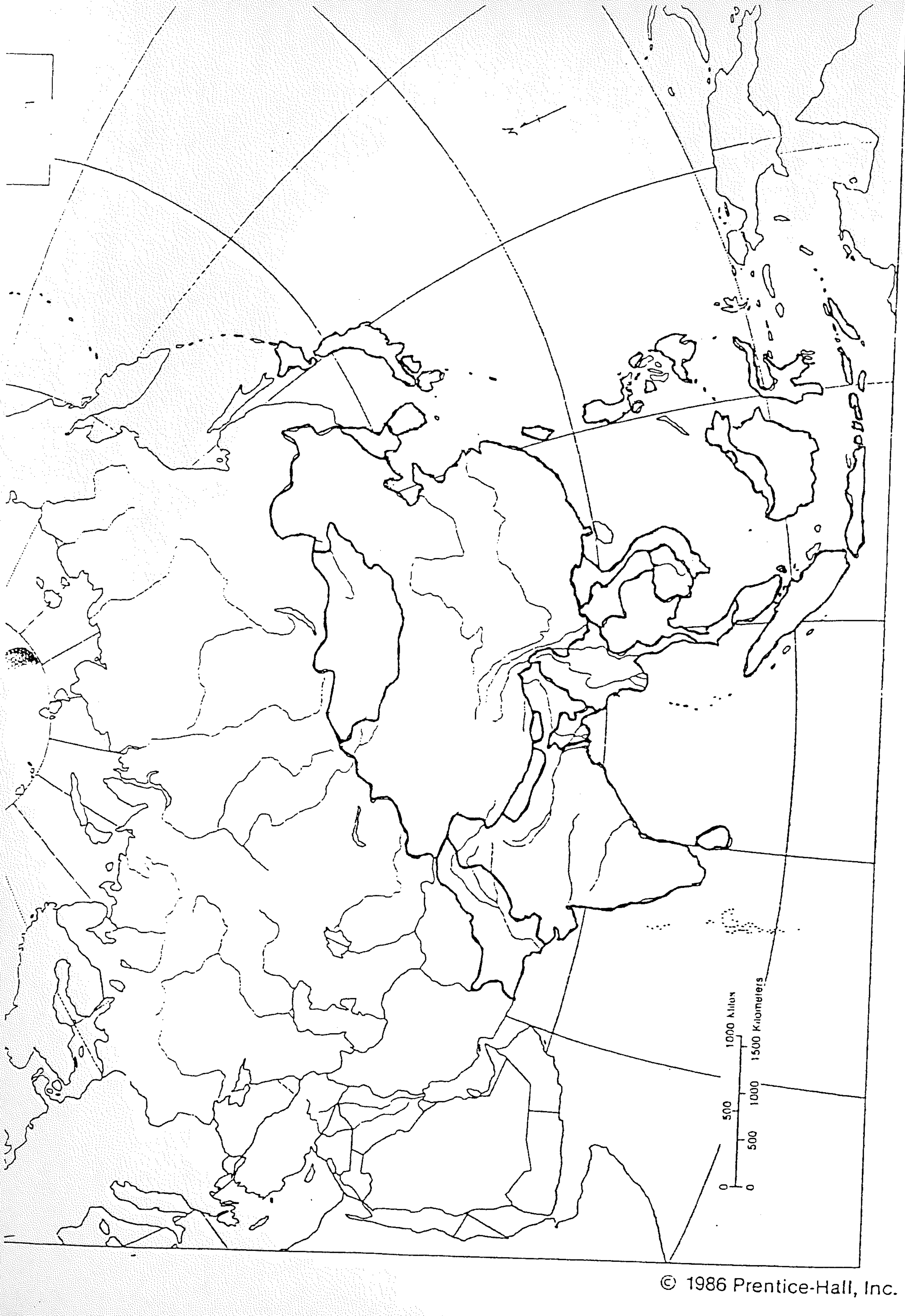
VOCABULARY

cultural diffusion
monsoons
Mandate of Heaven
Middle Kingdom
kowtow
filial piety
yin and yang
Great Wall
Opium War
Hong Kong
Taiping Rebellion
Boxer Rebellion
Sun Yat-sen
Chiang Kai-shek
Mao Zedong
Long March
Cultural Revolution
Deng Xiaoping
Taiwan
Beijing
Tiananmen Square
Jiang Zemin

archipelago
kami
samurai
Matthew Perry

Sepoy Rebellion
Amritsar Massacre
Mohandas Gandhi
Kashmir

Cold War
Ho Chi Minh
Khmer Rouge
Pol Pot


0 500 1000 Miles
0 500 1000 1500 Kilometers

Adam

ASIAN STUDIES
Final Exam Essays

Option 1: You may do a written research project on a topic associated with Southeast Asia or the Indian Subcontinent. The project must be creative. If you choose this, you must confer with me about the topic and the presentation format. Standards are on the back

Option 2: Do three of the following five essays. 20 points each

1. Culture spreads through contact, colonization , and conquest. Choose two of these ways, and discuss how they have influenced the countries of Asia. Include influences from within Asia and from outside of Asia. Do not include any associated with World War II.

2. World War II had direct and indirect effects on the countries of Asia. Discuss its impact on Asia using specific examples.

3. Design a cover for the Asian Studies curriculum guide. It should be 8 1/2"X 11" paper. In one or two paragraphs, explain your design.

4. Japan has made enormous progress since 1945. Explain why it was so successful while other Asian nations were not. Consider political, economic, social, military, and cultural reasons, in contrast to other Asian nations.

5. Choose <u>three</u> people you believe have had a big impact on Asia. The impact may be positive or negative. Defend your choices, but do not write biographies.

****

The essays are due on ________________

You may use your book and your notes.
You may not share your notes or any information.
The only acceptable outside help is from me.
Be careful to use your own words and proofread your work.

Type the essays. (Double space.)
Leave margins and do not crowd your answers.
Place a cover page on the essays with your name, date, and class. Please do not add an additional cover.

Keep hard copies of your progress. Computer problems will not be an acceptable excuse for turning in the essays late.

Final Exam Research Option
Performance Standards

The project is worth 60 points. The standard is 50.

An introduction informs the reader of your topic and how you will present it. ±1

The presentation includes accurate, relevant and comprehensive information. ±3

The presentation is creative. ±1

The presentation is written clearly in your words. ±1

The material is organized and flows smoothly. ±2

The project is neatly done and visually appealing. ±1

The presentation has accurate spelling and grammar and word usage. -3

A list of works consulted is submitted. It contains at least five sources, print and non-print. -5

The list of works consulted is in MLA format. +1/-5

Adam Mom

Loving Giving Swet

Mom Joker Adam Love the Mother

Sharing Smart playful

Adam the Madam

I love you Mom. I will do nice stuf today.

Love ♡ Adam

MAMA

A SPECIAL MOTHER'S DAY MESSAGE

From the Two of Us

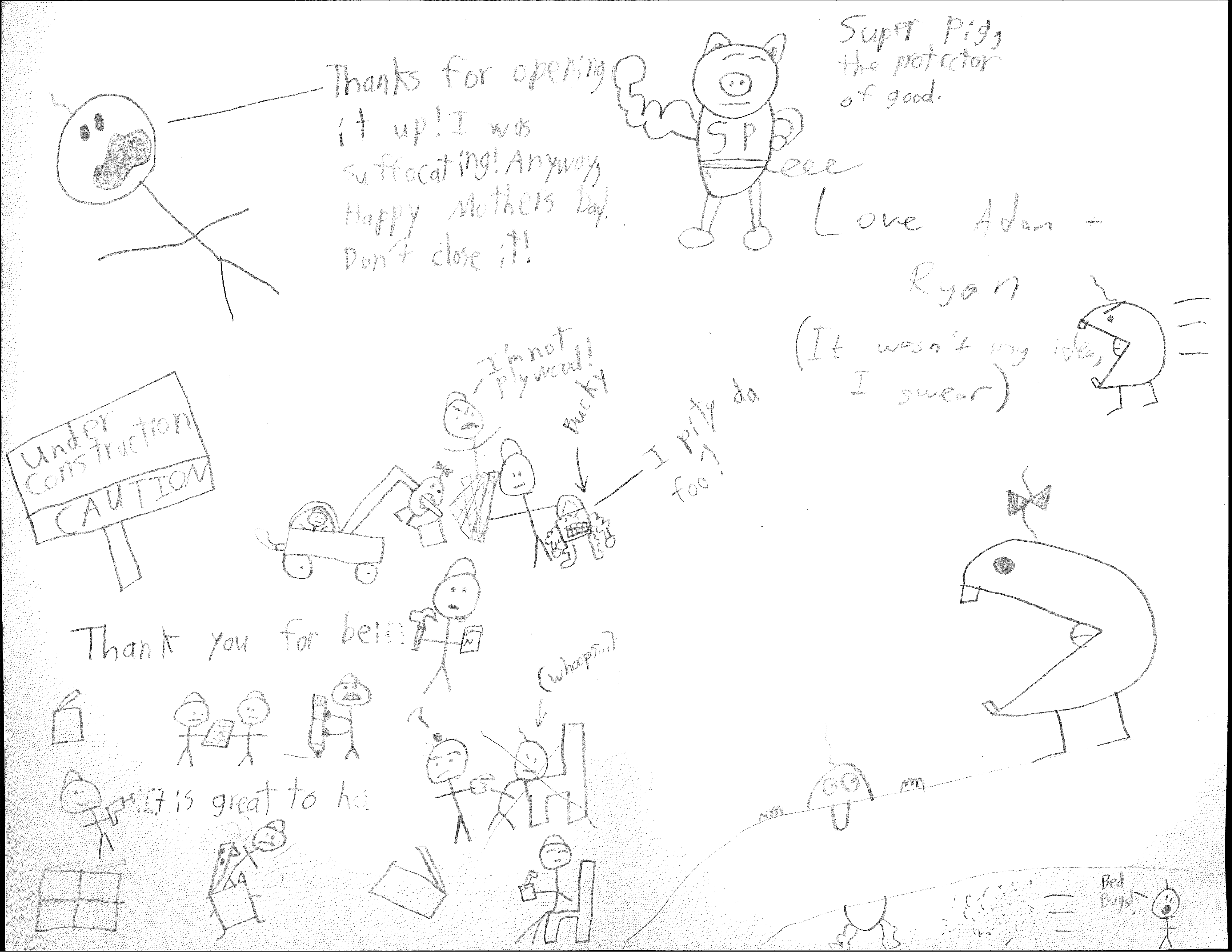
This Mother's Day wish
is doubly warm
and doubly happy, too...

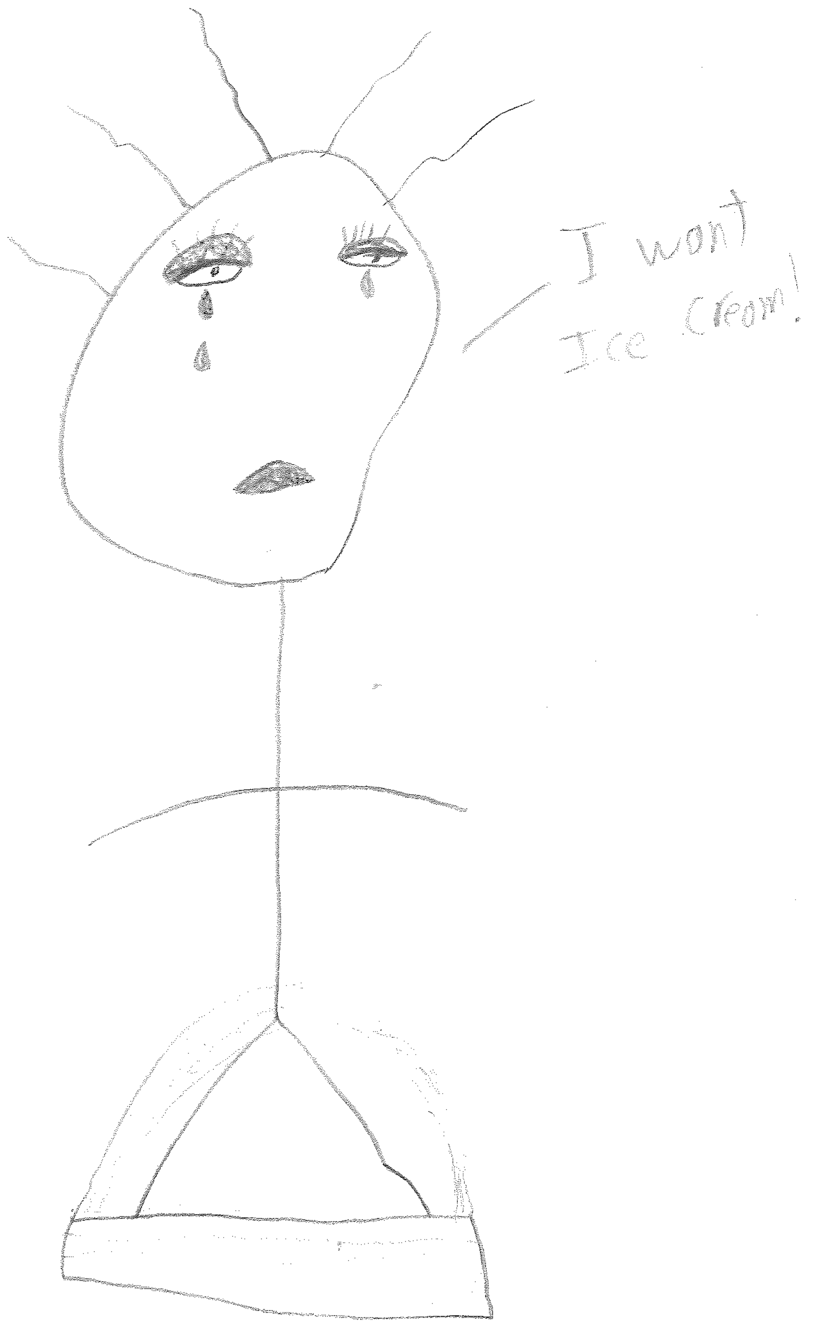
...because it comes
from two of us
who think the world
of you.

HAPPY, HAPPY
MOTHER'S DAY!

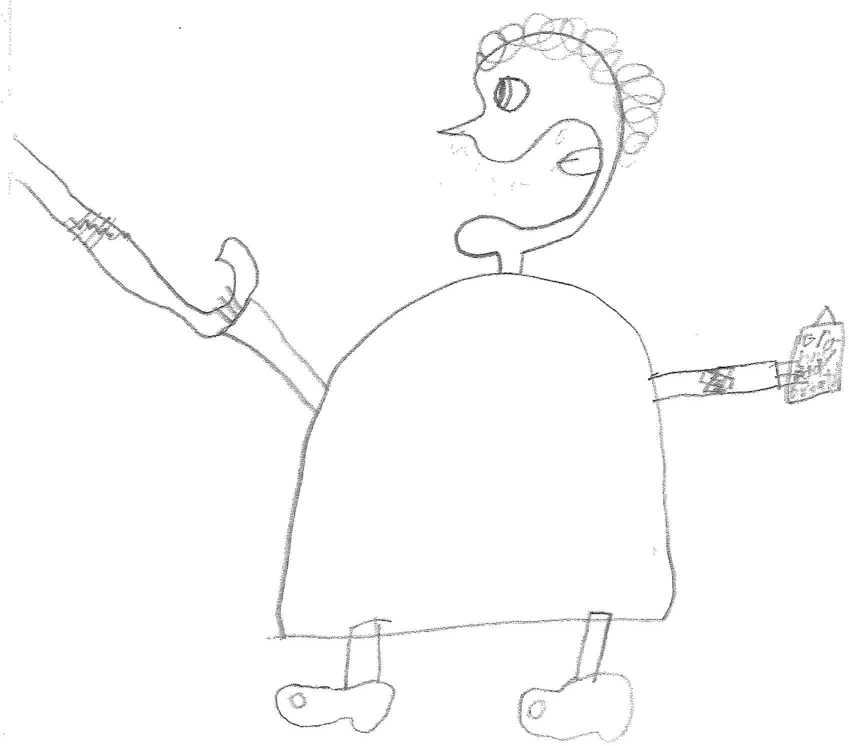
Ryan

Happy Mother's Day.

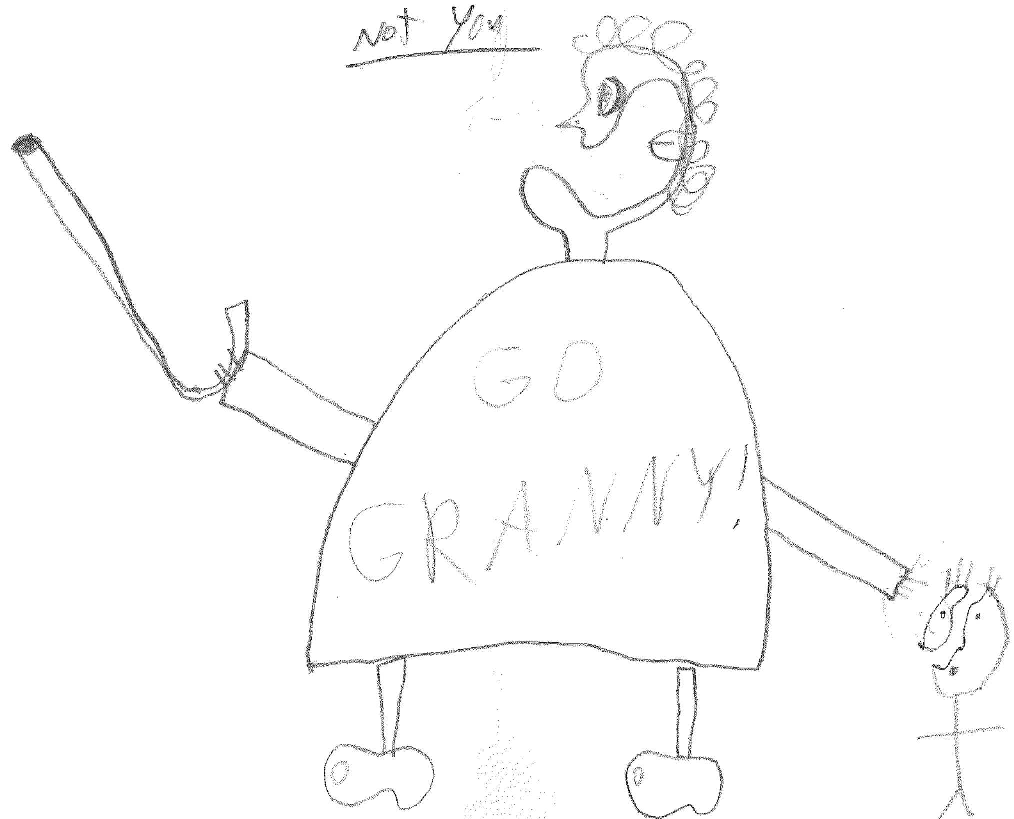

Thanks for opening it up! I was suffocating! Anyway, Happy Mothers Day! Don't close it!
Super Pig, the protector of good.
SP
Love Adam + Ryan
(It wasn't my idea, I swear)
Under Construction
CAUTION
I'm not plywood!
Bucky
I pity da foo!
Thank you for bei
(whoops...)
it is great to h
Bed Bugs!


I want
Ice Cream!

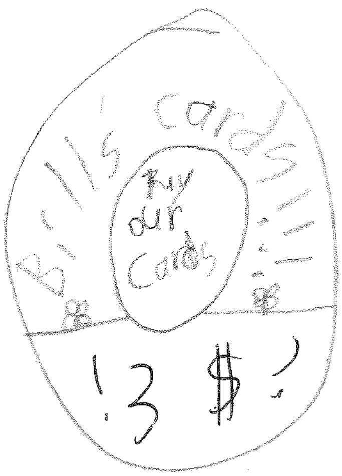
Happy Mothers day.



Happy Mothers day
Hip hooray.
YAY.



adam


Bill's cards!!!
Buy our cards
!3 $!

2/10

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Danbury, CT 06810

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0004450499 JAN 06 2011
MAILED FROM ZIP CODE 06810

Adam Lanza
36 Yogananda St
Sandy Hook Ct
06482

1569

[redacted]

PRIMARY CARE CENTER
(203) 743-9797

DATE: 1-6

THE RESULTS OF YOUR RECENT

- ☐ PAP SMEAR
- ☐ BLOOD TESTS
- ☐ X RAY
- ☑ OTHER ______

HAVE BEEN REVIEWED BY YOUR PHYSICIAN AND ARE WITHIN NORMAL LIMITS.

YOUR LAB REQUISITION WAS SENT ELECTRONICALLY TO DH/QUEST PLEASE

MARK YOUR CALENDAR ☐ FASTING ☐ NONFASTING

☐ BE SURE TO HAVE YOUR BLOOD TESTS DONE WHICH WERE RECENTLY ORDERED BY YOUR PHYSICIAN.

A YEARLY VISIT WITH YOUR PHYSICIAN IS REQUIRED TO MAINTAIN YOUR PRESCRIPTION REFILLS.

PLEASE CALL IF ANY QUESTIONS.

2/10

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Sandy Hook CT 06482

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[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

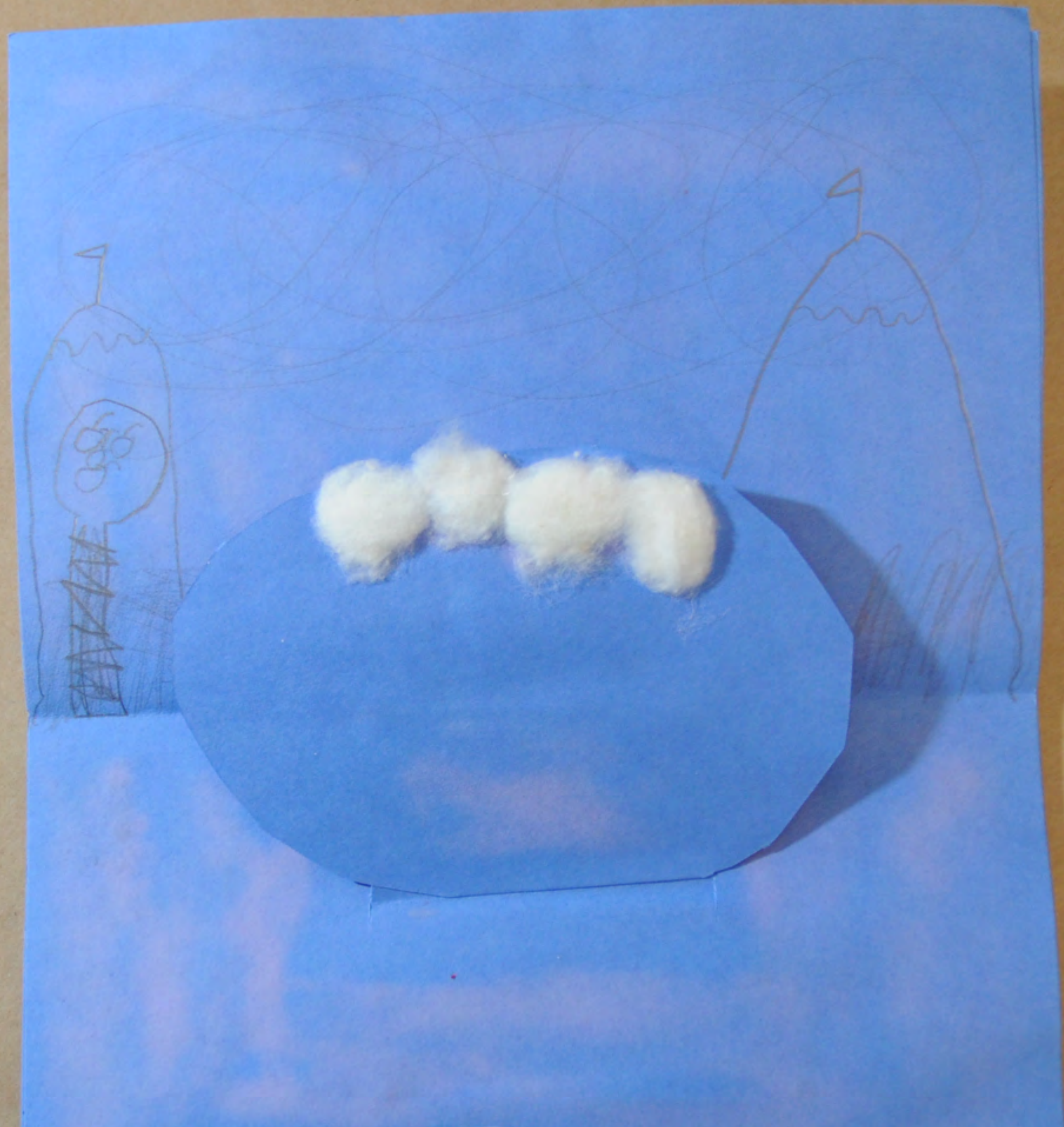
ADAM

ADAM

ADAM

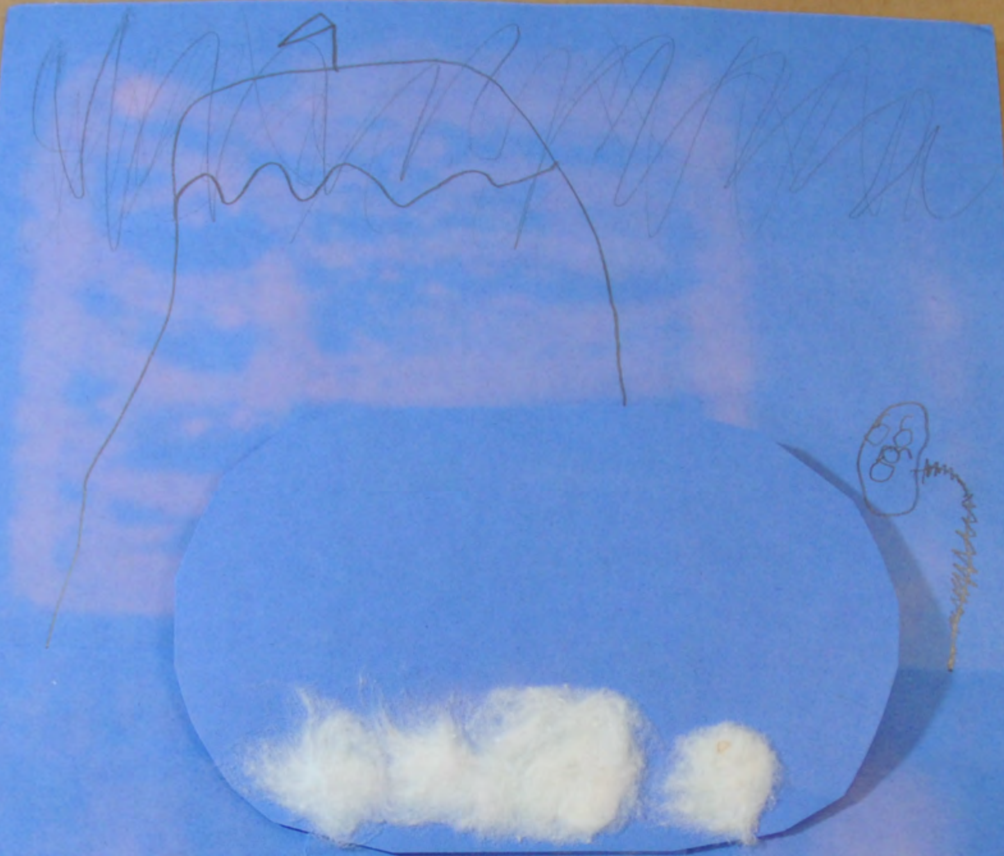
My
Cloud
Book

by Adam
Lanza



Cirrus clouds are thin and
feathery. They are high in the sky.

Cumulus clouds are fluffy and thick.



Stratus clouds are low in the sky. They cover the whole sky. They can give us rain.

HAPPY
HOLIDAY

Adam
Lanza

Adam

Lanza

Adam

Adam [illegible]

Artistic

Dull

Awesome

Merciful

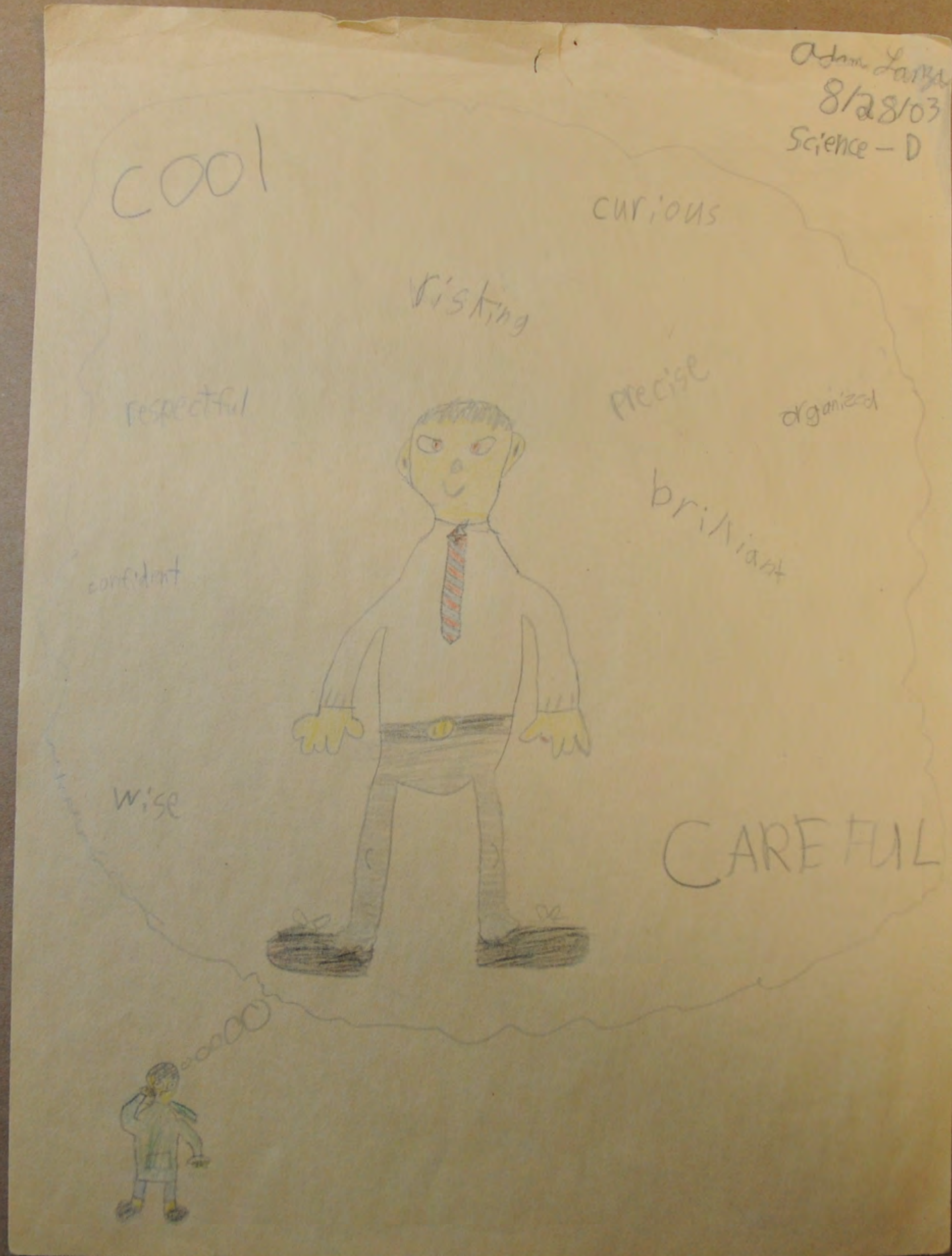
Adam Lanza 8/29/03 L.A.—C

Three kingdoms

Author: Luo Guanzhong

The Han Dynasty is falling apart, traitors are in the East, South and West. None of the traitors are really a threat, none but Lord Dong Zhou. Dong Zhou and his companion, Lord Lü Bu, are terrorizing China and more and more peasants everyday. Yuan Shao will stop this barbaric man. Cao Cao, the Prime Minister, Huangfu Song, Sun Jian, Liu Bei, Liu Dai, Yuan Shu, Han Fu, Kong Zhou, Wang Kuang, Qiao Mao, Yuan Yi, Bao Xin, Kang Rong, Zhang Chao, Tao Qian, Ma Teng, Gongsun Zan, Zhang Yang and various other →

Generals set off to fight. After many days, Liu Bei, Guan Yu and Zhang Fei meet Lü Bu and have a small battle, but Lü Bu escapes. Many Years later, the Han had fell, and the country will not stand as one for eighty years. Liu Bei controlled the Shu Dynasty, Sun Jian, Sun Ce and Sun Quan led the Wu, and Cao Cao created the Wei. Endless war was engaged.

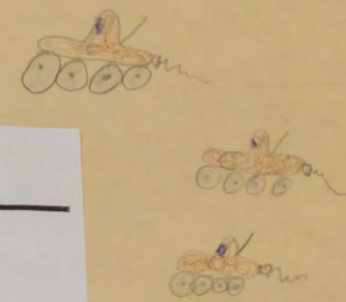


Adam Lanza
8/28/03
Science - D
cool
curious
risking
respectful
precise
organized
brilliant
confident
wise
CAREFUL

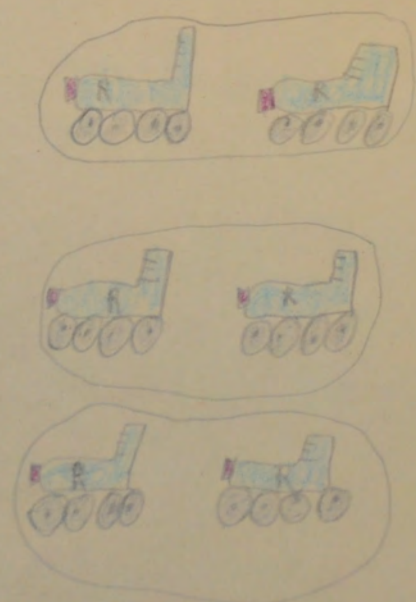
2+4+8=14

Adam Lanza

Johnny saw 3 people going to school. The people were travelling by car, bike, or on 4-wheel roller blades. How many wheels could he have seen? Show as many ways as you can think of.

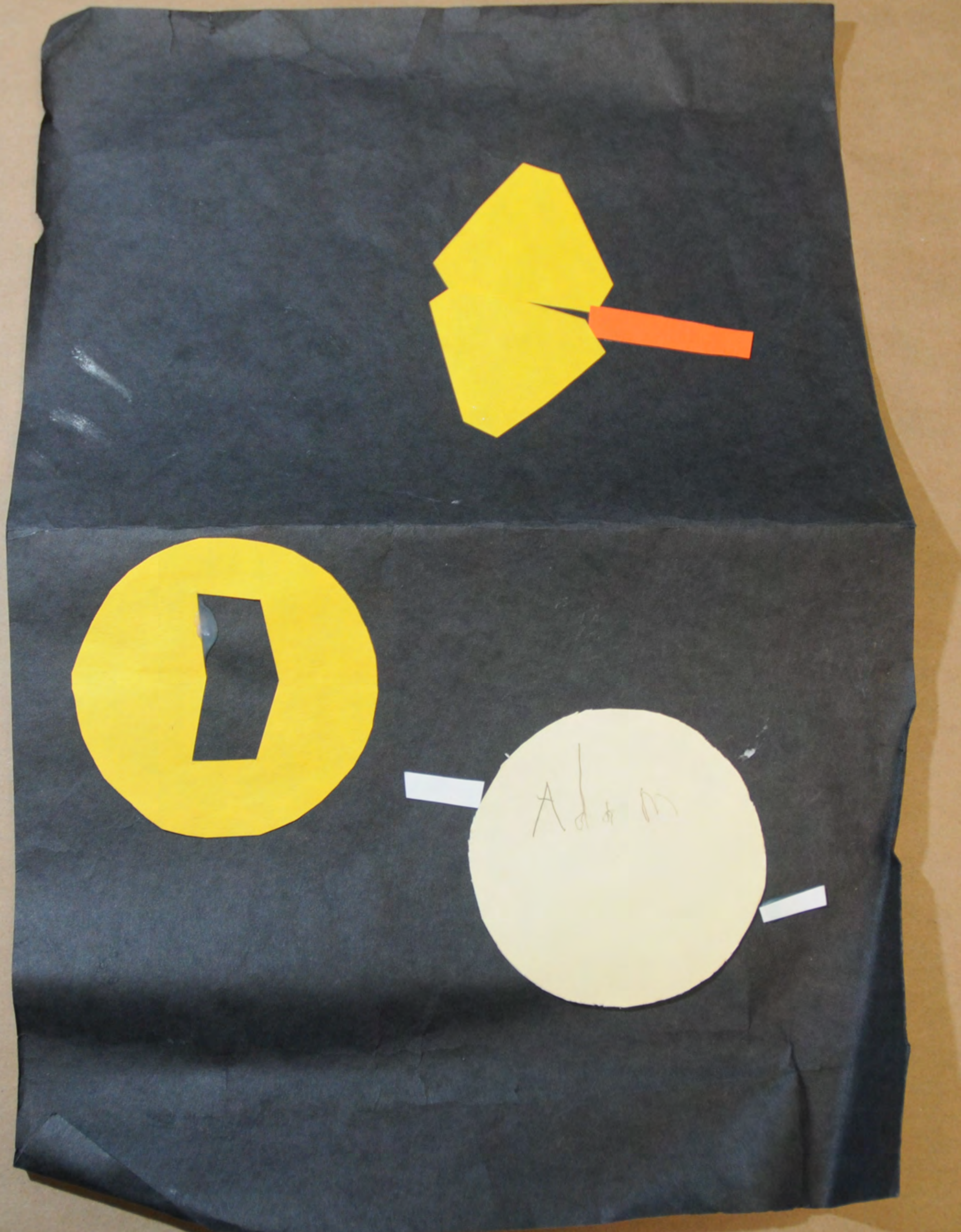


4+4+4=12



8+8+8=24

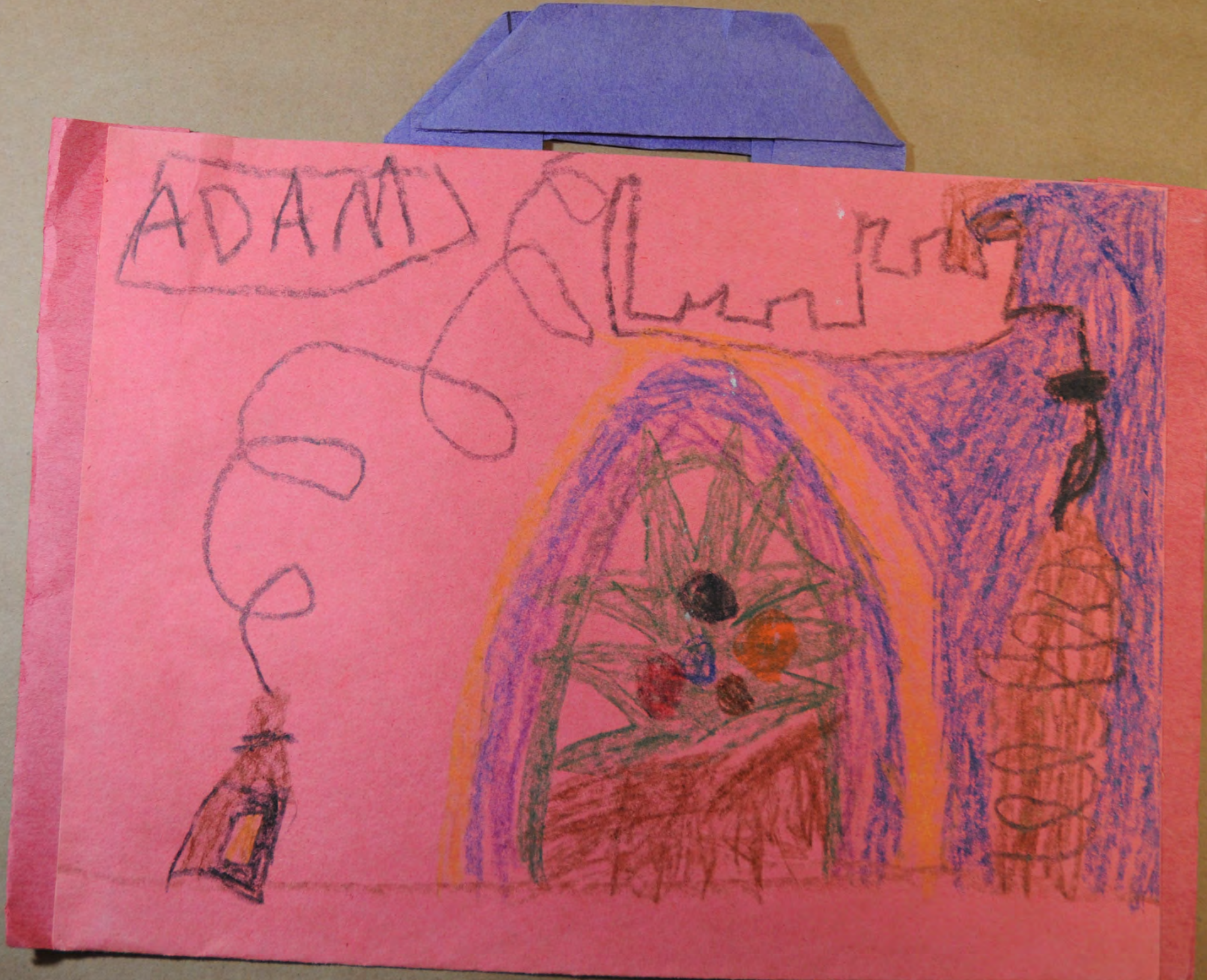
4+4+8=16


Adam

ADAM

ADAM

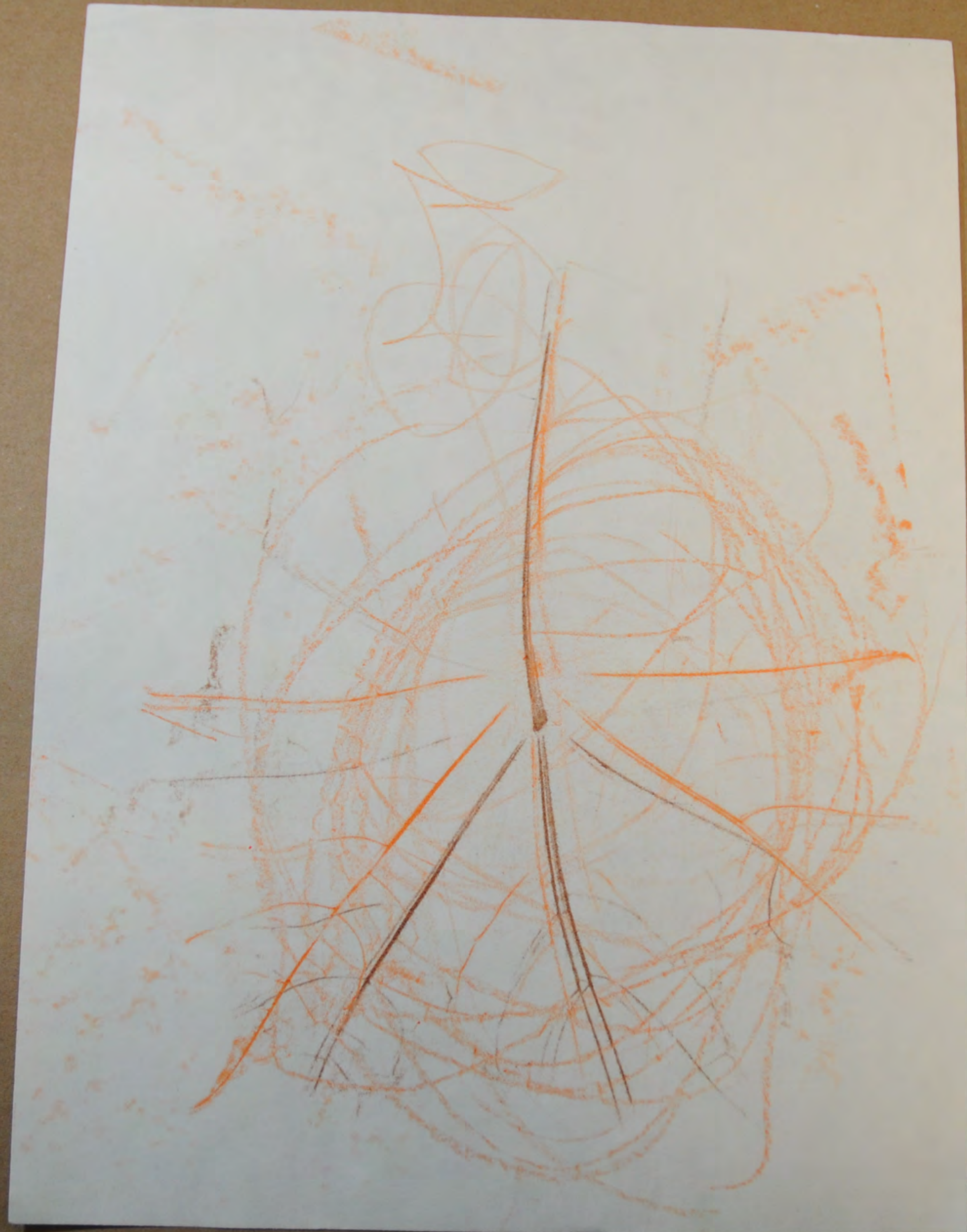
ADAM


ADAM

ADAM

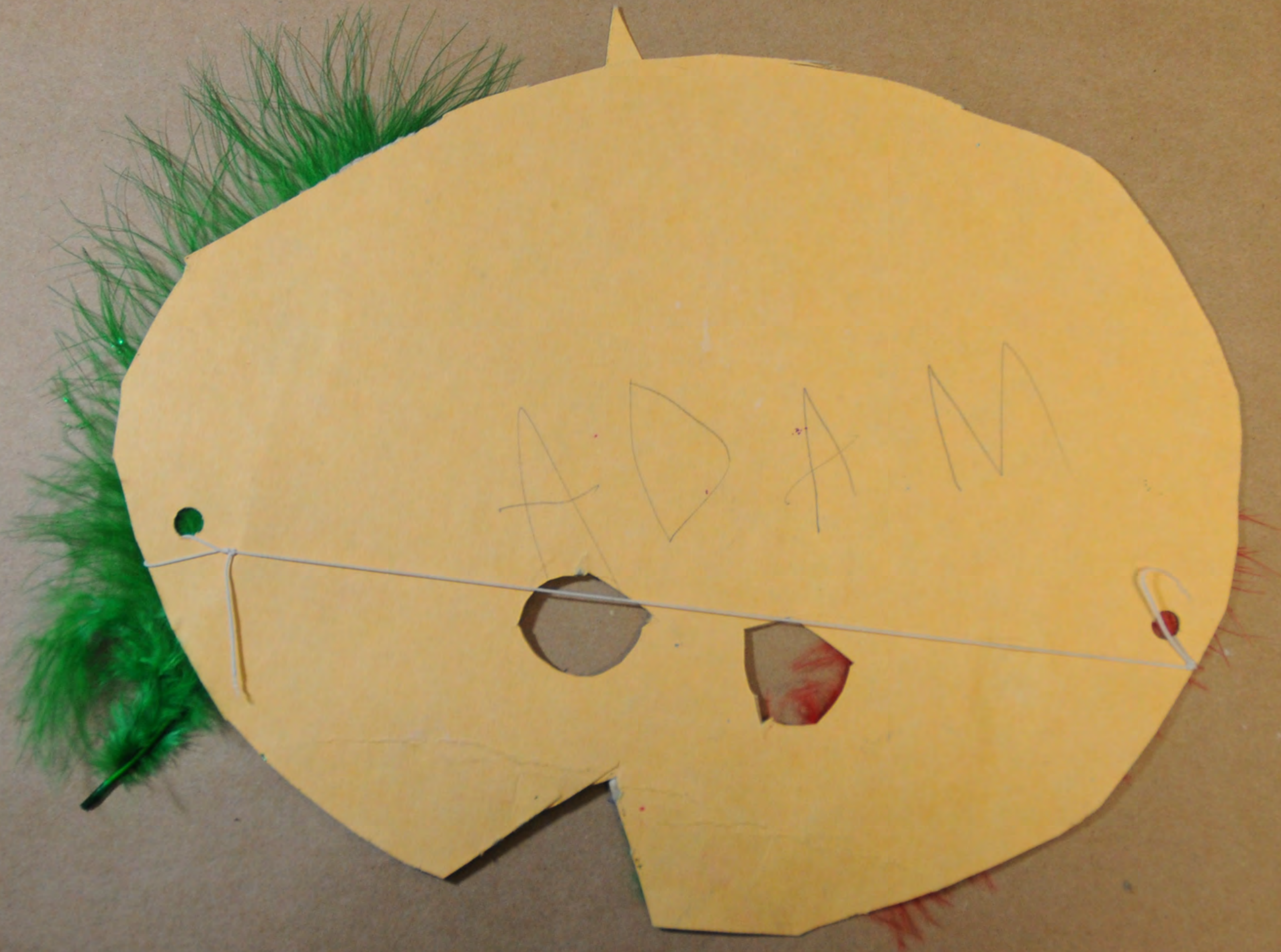
Captain cat
Adam
Central City

ADAM



Adam 11/94

NOCH


ADAM

The three little Pigs
Adam and Eva
Joyful
Skerd
Happy

Adam

Adam 10/94

Adam

My Book of Colors...

Adam

Blue

Green

Red

Yellow

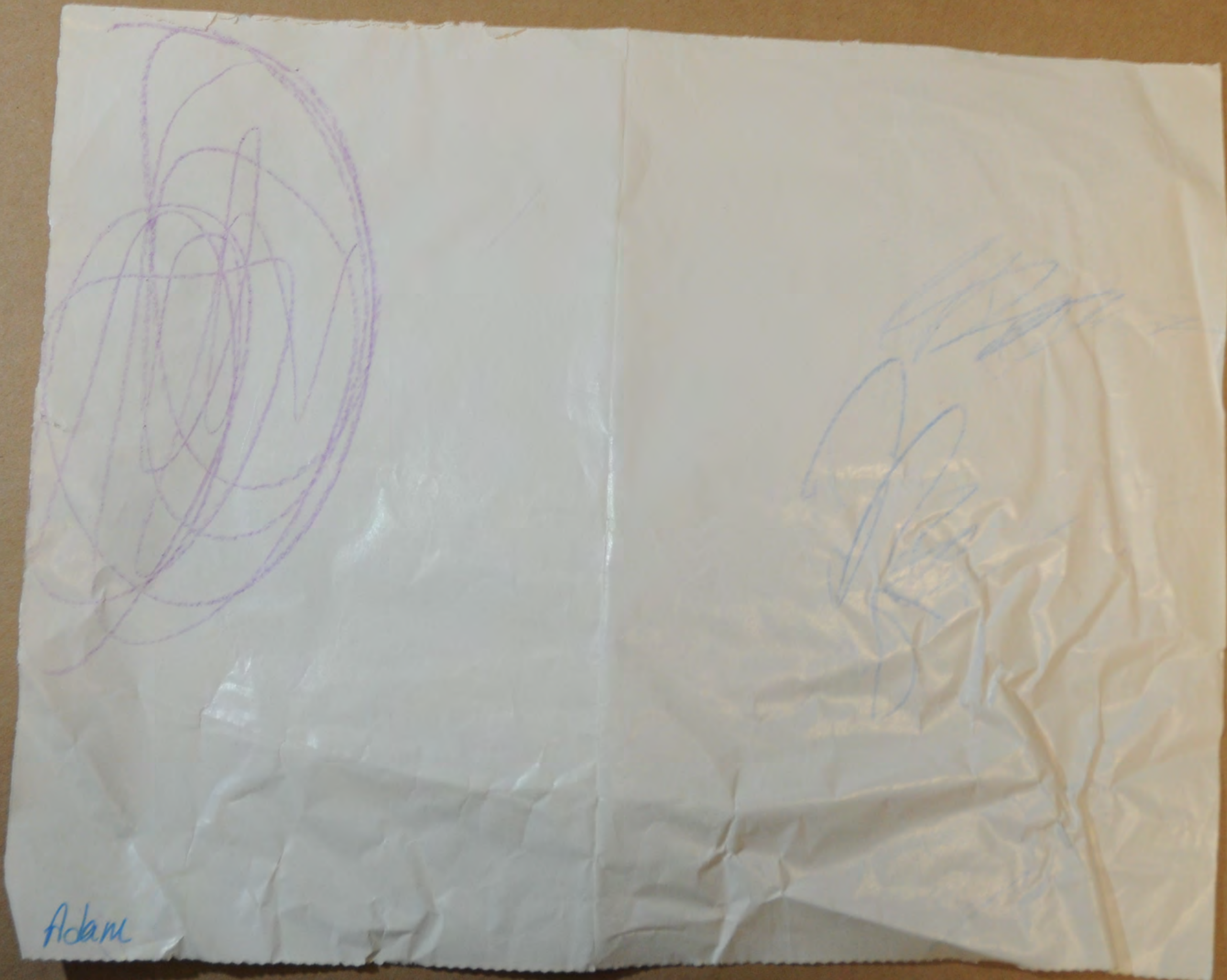
Pink

Adam

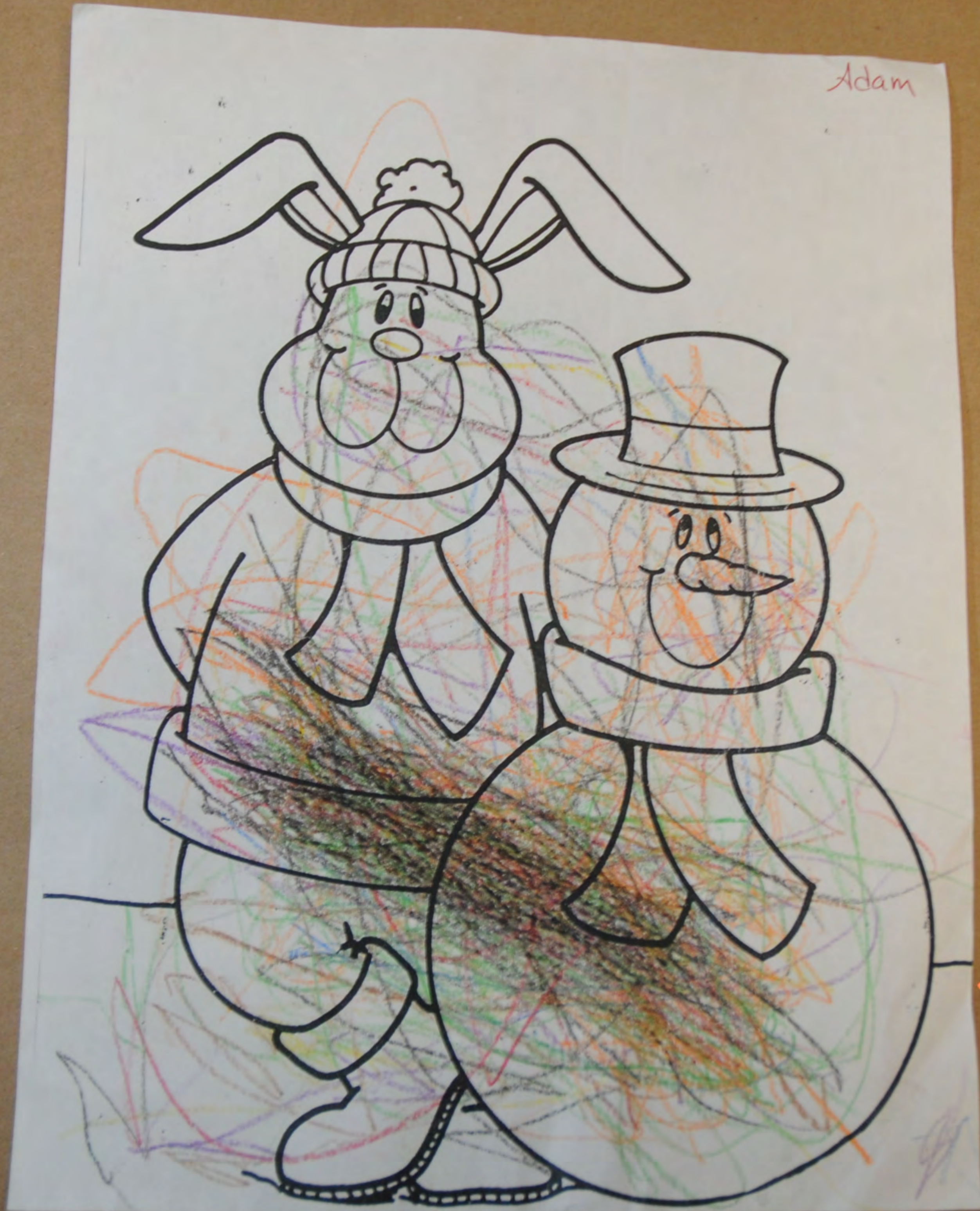
FALL
Adam

Adam

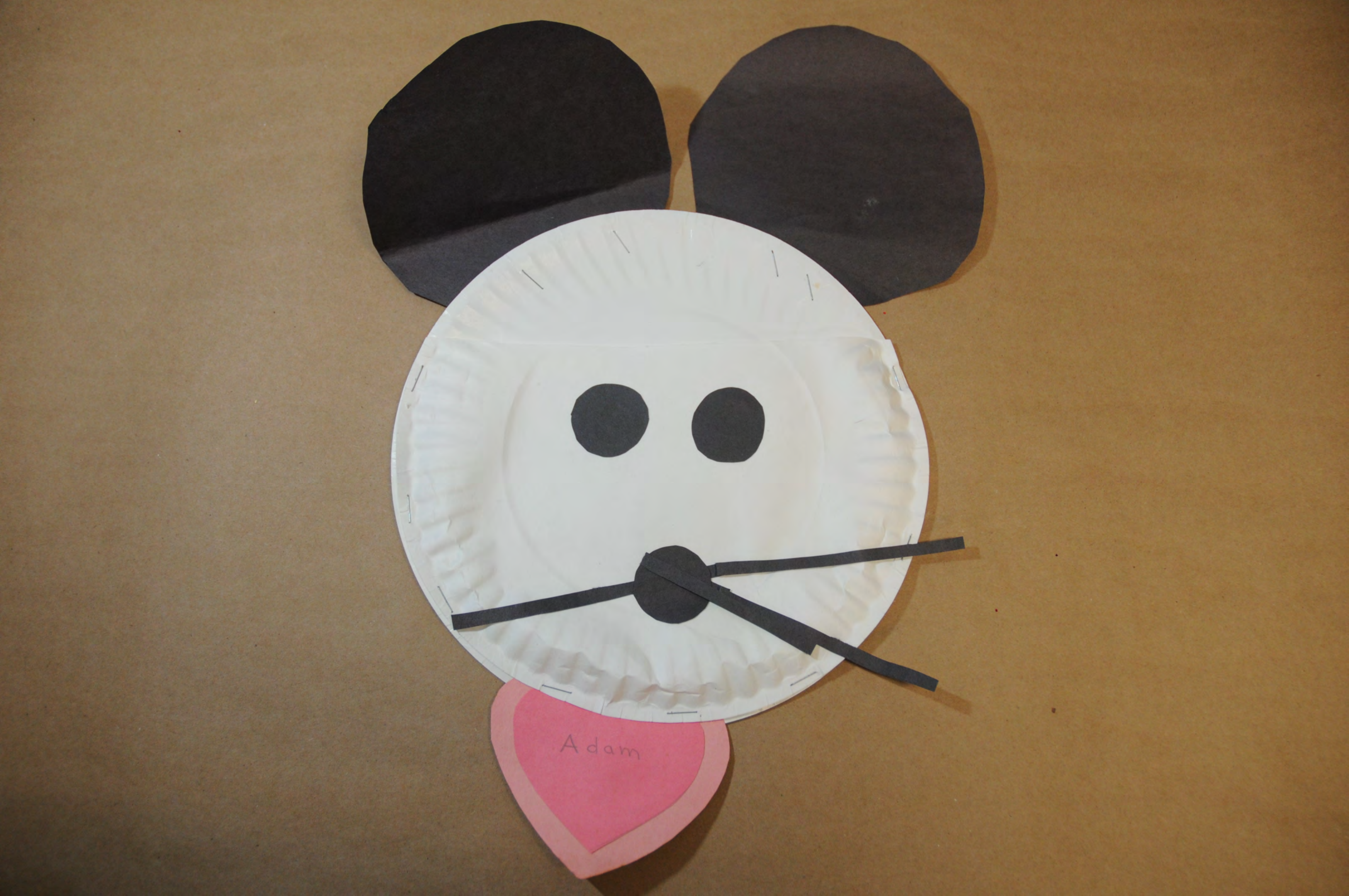
Adam


Adam

Adam
Lanza


Adam

adam
Adam
adam
adam


Adam

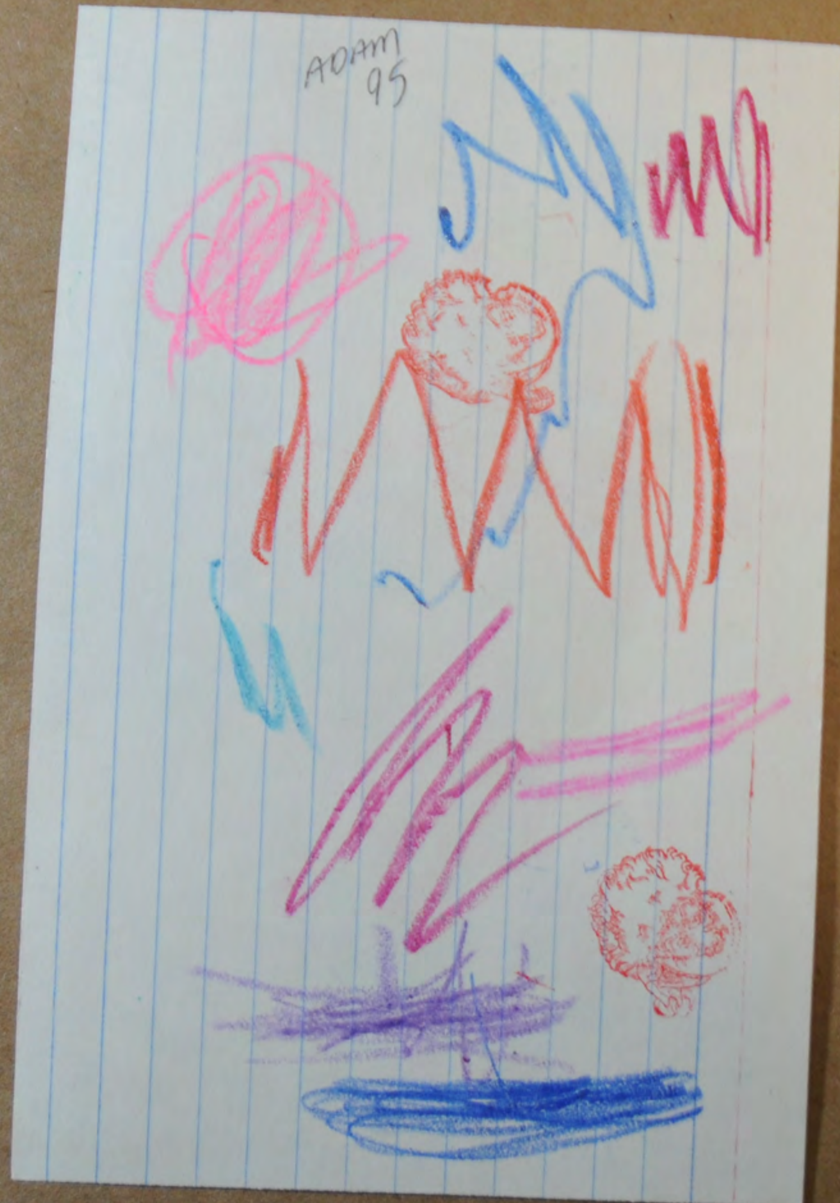
I'm So Handy

Name Adam

With my hands I can

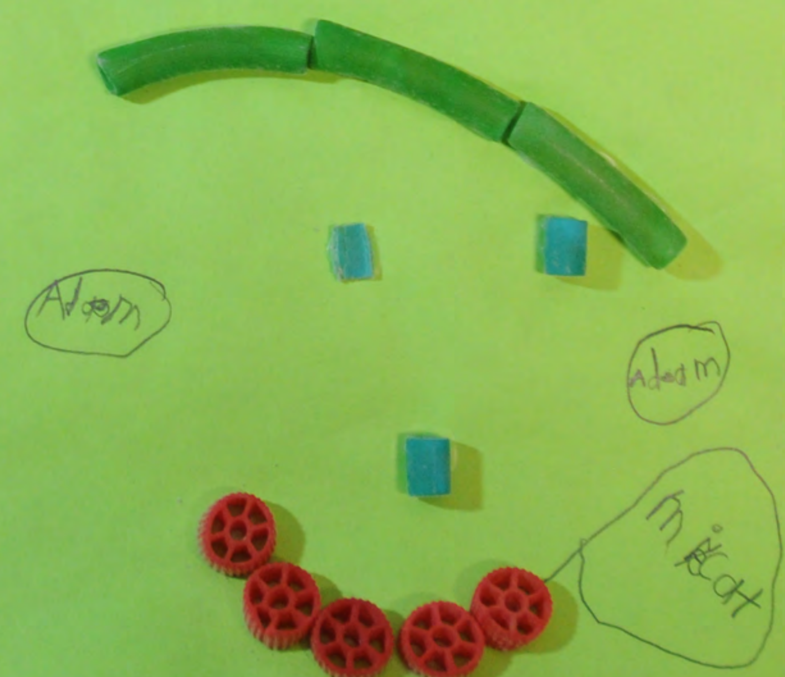
I can hold I can hug.
I cam eat I can feel.
I can talk I can wave.

Adam


ADAM
95

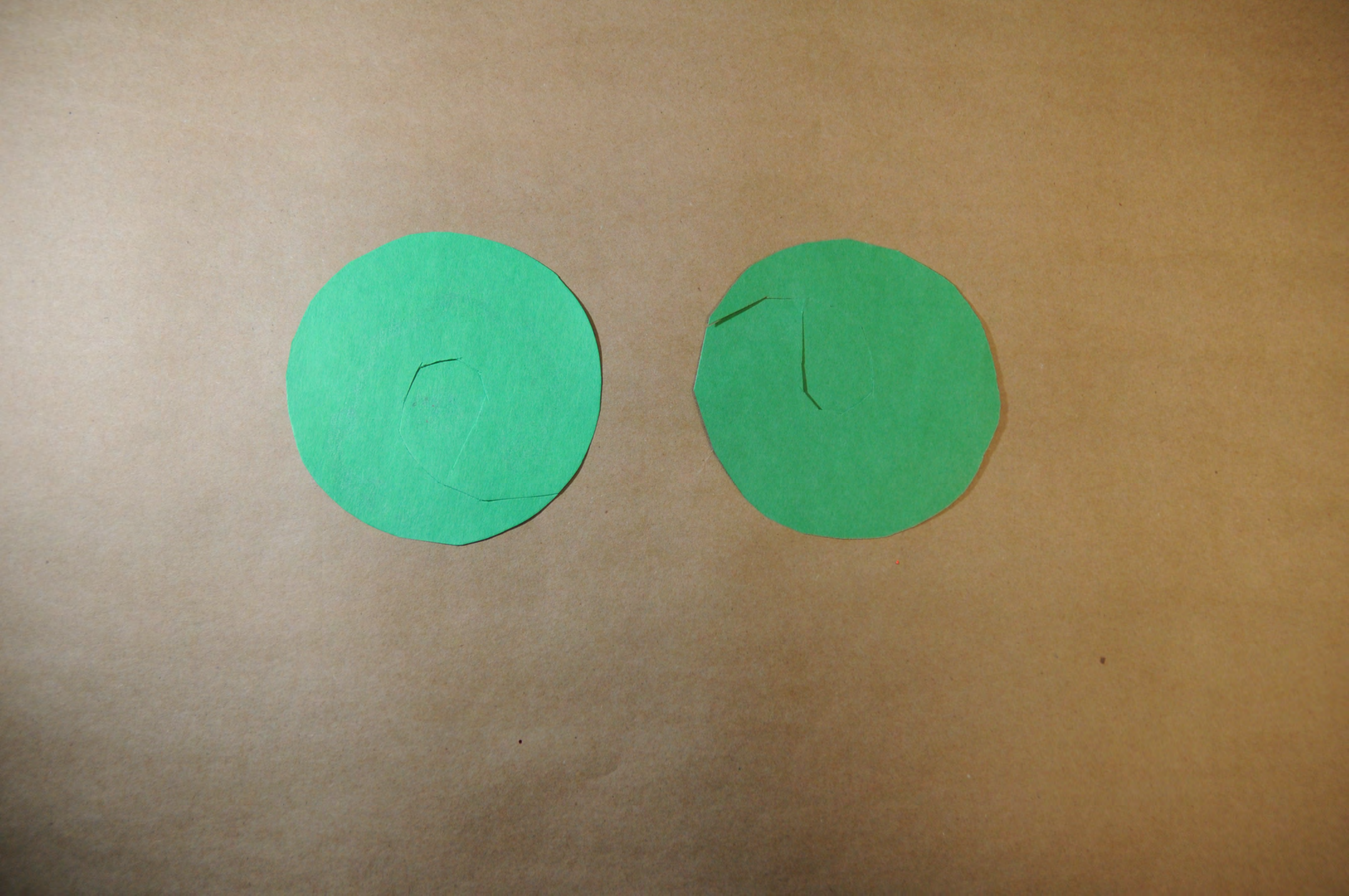
11

eleven



Adam

Page 26



ADAM

CLAUS.COM™

HONORARY ELF

Diploma

Awarded to:

Adam Peter Lanza

for Dotto

For cheerful completion of Elf training at Santa's Elf School. From this day forward you are considered an Honorary Elf, and are entitled to all the benefits thereof. Most importantly, you are allowed to use the official, top secret Elf greeting whenever you meet another Elf or Honorary Elf.

Christmas
1997

S. Claus

Name ADAM (G) Date 1-7-98

I like hot chocolate in A cup

the cat and the dog ran into the

in the tree house. good How mANY cu

ps mix flour did You pot together?

Name Adam (E) Date 1-98

Chank drink honk pink yank

Jon will deposit 100 dollars ni the bank.

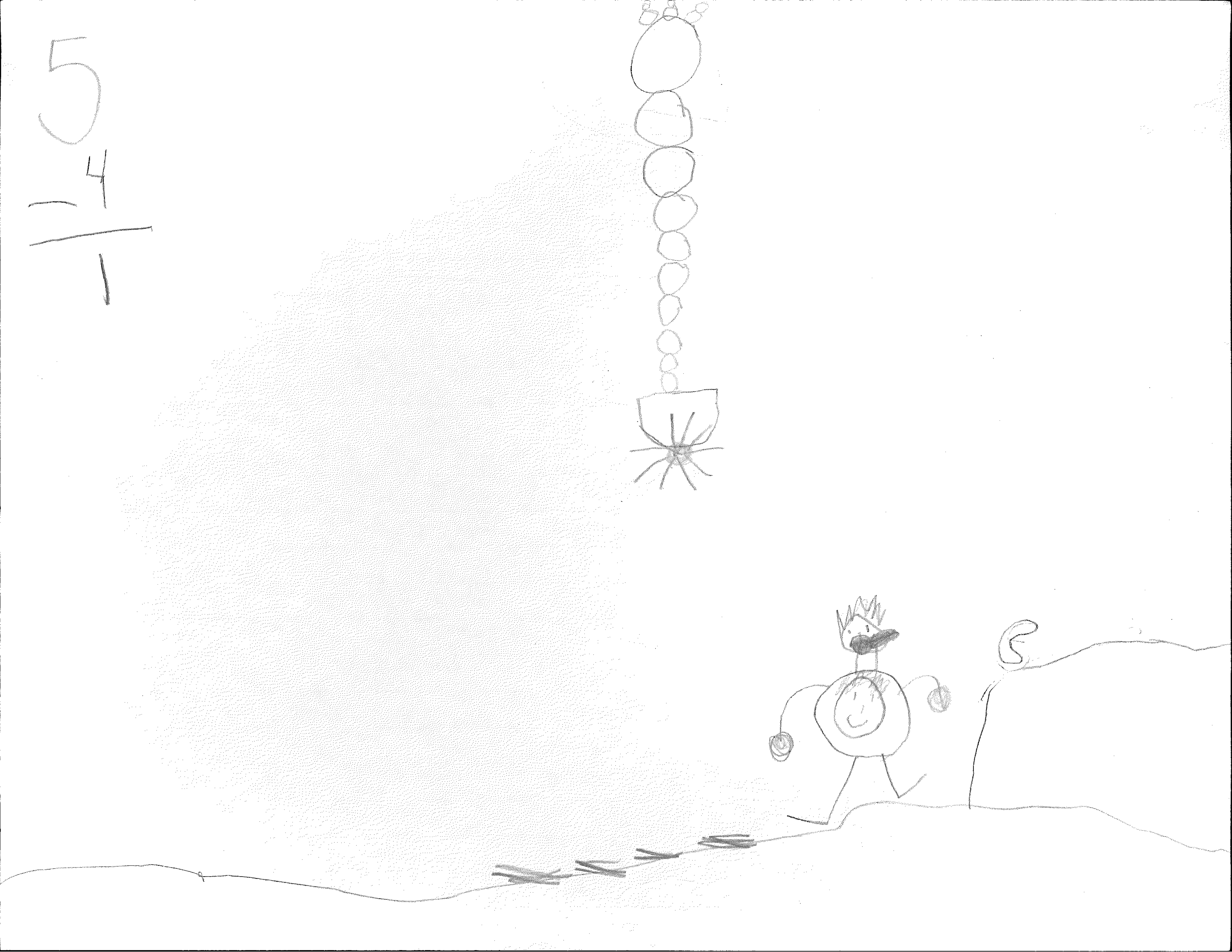
$5 - 1$

$5 - 2$

$5 - 3$

$5 - 4$

$5 - 5$


5
-4
1

Name Adam ☆ Date 9 - 98

The pig is the color pink.

He likes a lemonade drink.

He brings his money to the bank.

In a tan tank

Name Adam Date 6/18

I will pay you one dime for

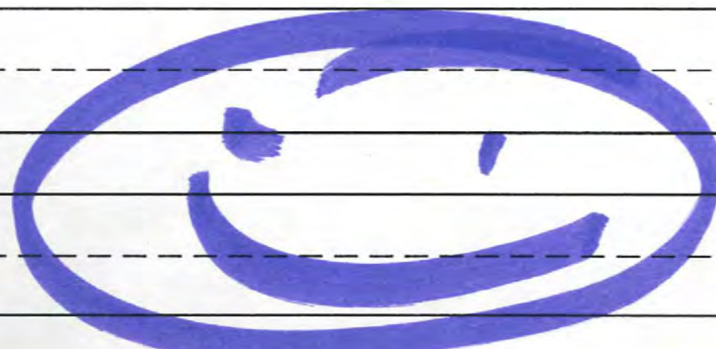
the blue kite.

Martha made a slushy from an

ice cube.

Adam, your handwriting is

great!



Name Adam

Date 3-12-99

Phonics is fun!

cage

game

Ginger

gastr

Roger

shamrock

game

Fix this sentence.

On page four of the book it saws a picture of the ginger bred man. He was playing a game with a boy named Roger.

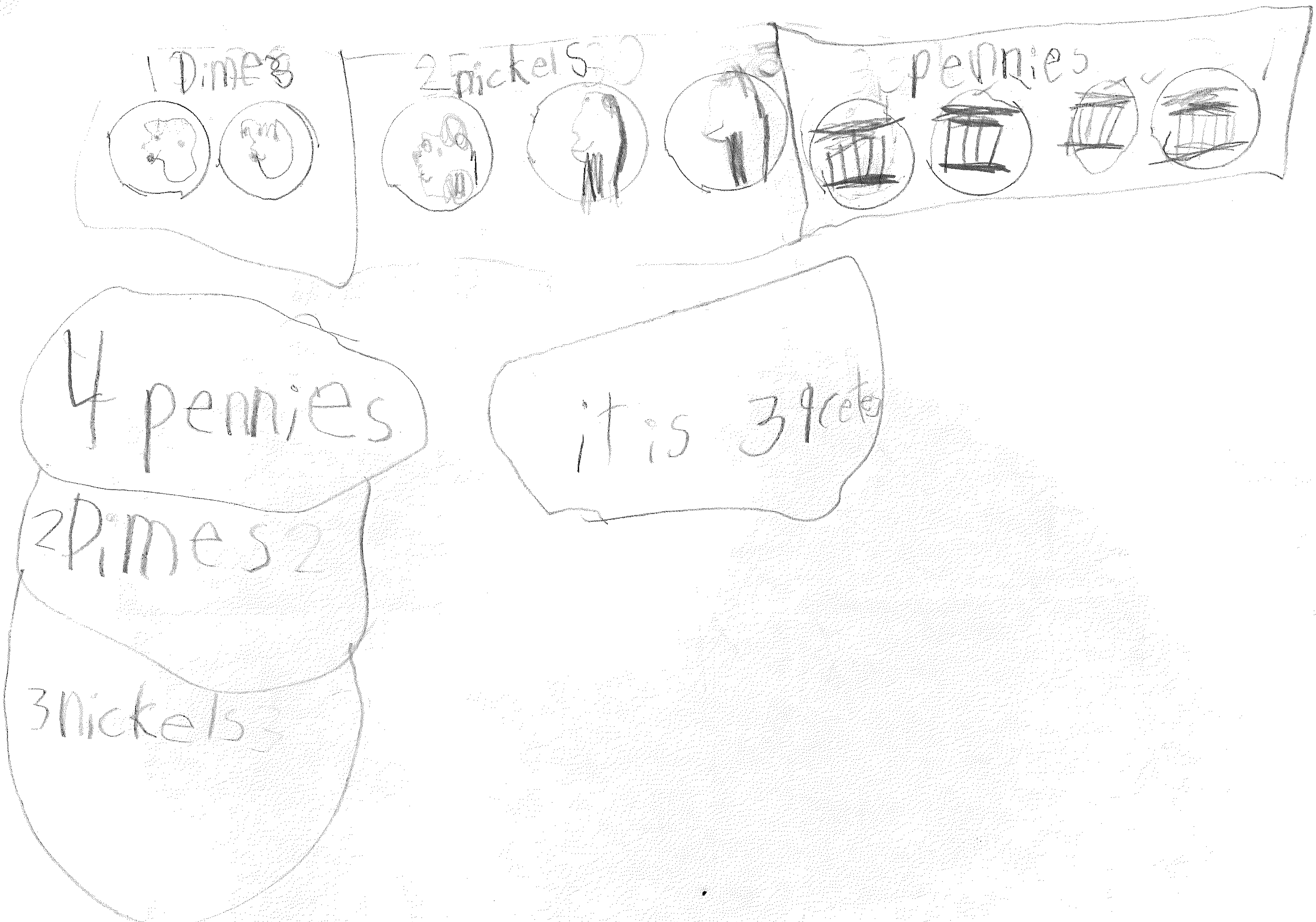
Math Facts

3+4=7
2+3=5
4+5=9
5+6=11
6+7=13
7+8-15
1+2=3

Story Problem

I found 2 dimes 3 nikels and 4 pennies in my paket. How much money did I have al together?

2+3+4=9



1 Dimes
2 nickels
pennies
4 pennies
it is 39 cets
2 Dimes 2
3 nickels

Name Adam Very good. ☆ Date 11- 1- 8-

the duckwas swimming in the tub. Then gum got stuck in my hair. ~~stuc~~

~~Kam~~ I had fun beating thedrum.

Name ADAM Date P-H-IP-2

Plan your work. List the materials you will need to do the experiment.

BLTL	WTER hot water and cold water	BLOOM good

What do you predict will happen during this experiment?

EXPLODE

good prediction

What actually happened?

DABLNWtNSID

Why do you think it happened?

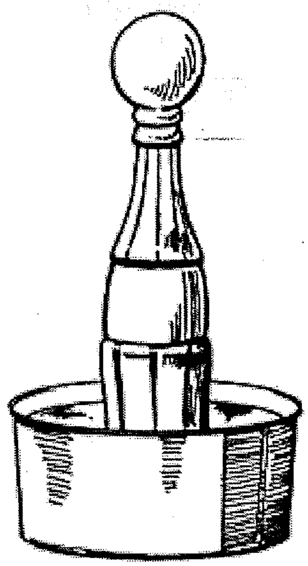
IDTNO

Do you think hot air balloons work the same way? In reverse?

Parents: Please refer to the newsletter for guidance.

Inflate a Balloon in a Bottle

How? Fill a bottle with hot water and a bowl with cold water. Let them sit for one minute, then empty the bottle. Stretch a balloon over the open end of the bottle and immerse the bottle in the cold water. Predict what will happen before you do the experiment. Answer the questions on the back of this paper.



Why Does the Balloon Inflate in the Bottle?
The warm water heats the bottle which, in turn, heats the gas (air) inside the bottle after the water is poured out. When the bottle is placed in the cold water, the gas (air) inside cools and contracts, causing outside gas (air) to be drawn in, pulling the balloon in and inflating it inside the bottle.

Name ADAM Date LANSA PIPB

This is a Multiple Intelligence Scavenger Hunt. All the people you find below do the different kinds of things that help us learn. Find someone who:

Reads every night	DAD *So do you.*
Keeps a journal	X
Makes quilts	NANA
Fixes engines	JEFF
Sings in a chorus	JOYCE
Can whistle our National Anthem	MOM
Can finish this pattern: ● ● ■ ● ● ___	ADAM
Can fill in the missing numbers: 1 _2_ 3 4 _5_ 6 7 _8_ 9 10	ADAM
Will recite a short poem	MOM
Plays a sport (name the sport)	RYAN BASE BALL
Takes dance lessons	KEVIN
Plays an instrument	RYAN
Loves to entertain	ADAM *Me too!*
Can juggle	KEVIN
Makes Art	NANA
Enjoys hiking or camping	BEN

Adam, you know ~~som~~ so many people to learn from. Excellent.

Name ADAML A N≥ Date A1 10P8

Your homework is to find patterns inside or outside of your house. You may find patterns on bathroom tiles, games (checkers), wallpaper, windows, fences, vegetables or flowers in a garden, etc. After you find three of your favorite patterns, tell where you found the pattern and copy the pattern in the space below.

KITCHEN

1. Where did you find the pattern?
   Draw a copy of the pattern.

DROOR

2. Where did you find the pattern?
   Draw a copy of the pattern.

BEDRM

3. Where did you find the pattern?
   Draw a copy of the pattern.

Adam, Nice work!
Patterns are everywhere.
Keep looking.

Name AdAM Excellent Date -1-9-P-8-

Me and MY friends
have a club. we like to jump
rope. we always bump into eac
h other. Then we eat jellyon
abun.

Name ADAM Date 1-9-9-8-

ABC Order

Halloween
1. club

Pumpkin
2. fun

fun
3. Halloween

club
4. pumpkin

Name Adam Date 1-9-9-8

ABC Order

Africa

elephant

Nice handwriting!

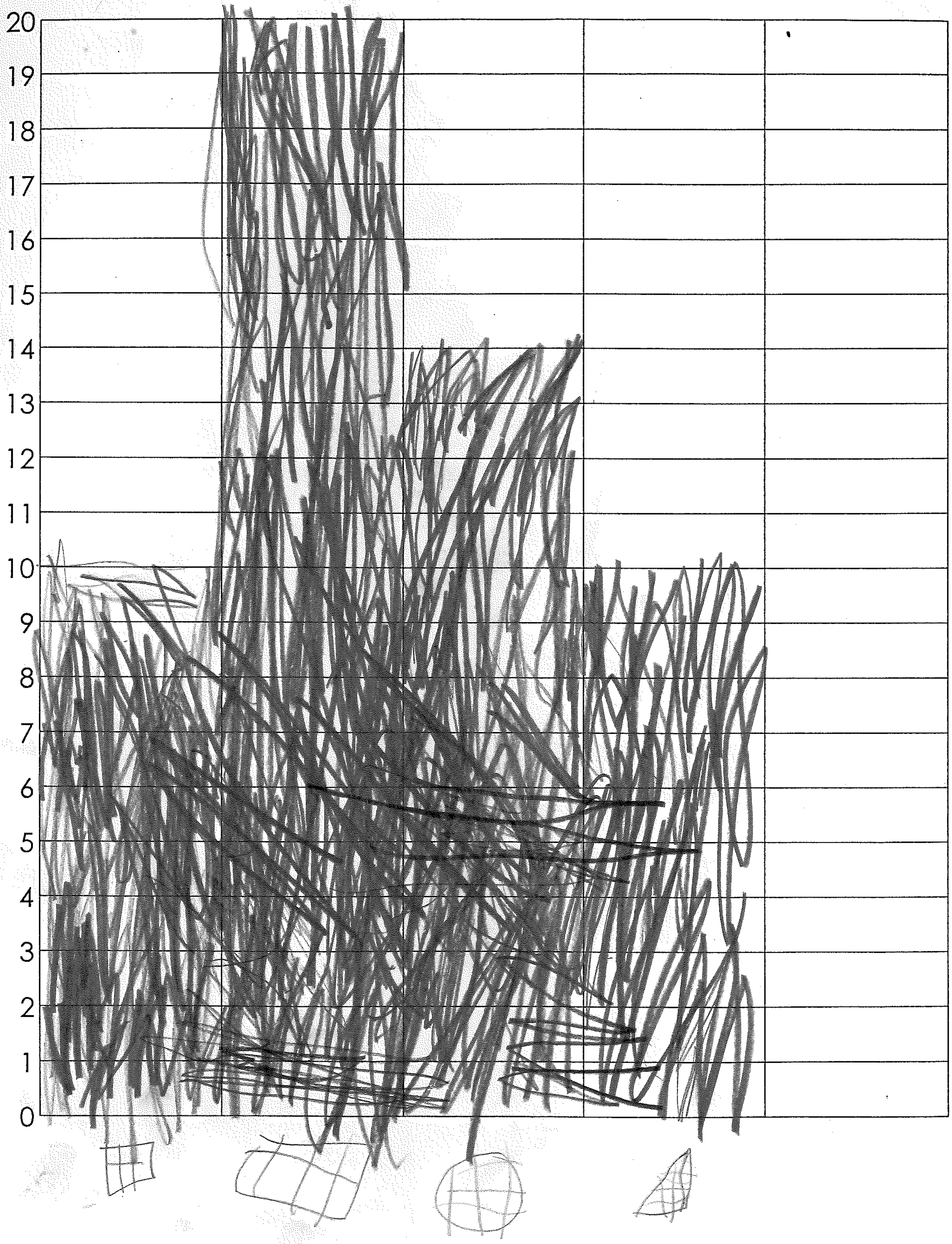
fed

jet

sled

Name Adam Date P1- P8

Graph title SHAPES



Name ADAM Date [illegible]

hhhhhhhhhhhhhhhhhhhhhhhh

llllllllllllllllllllll

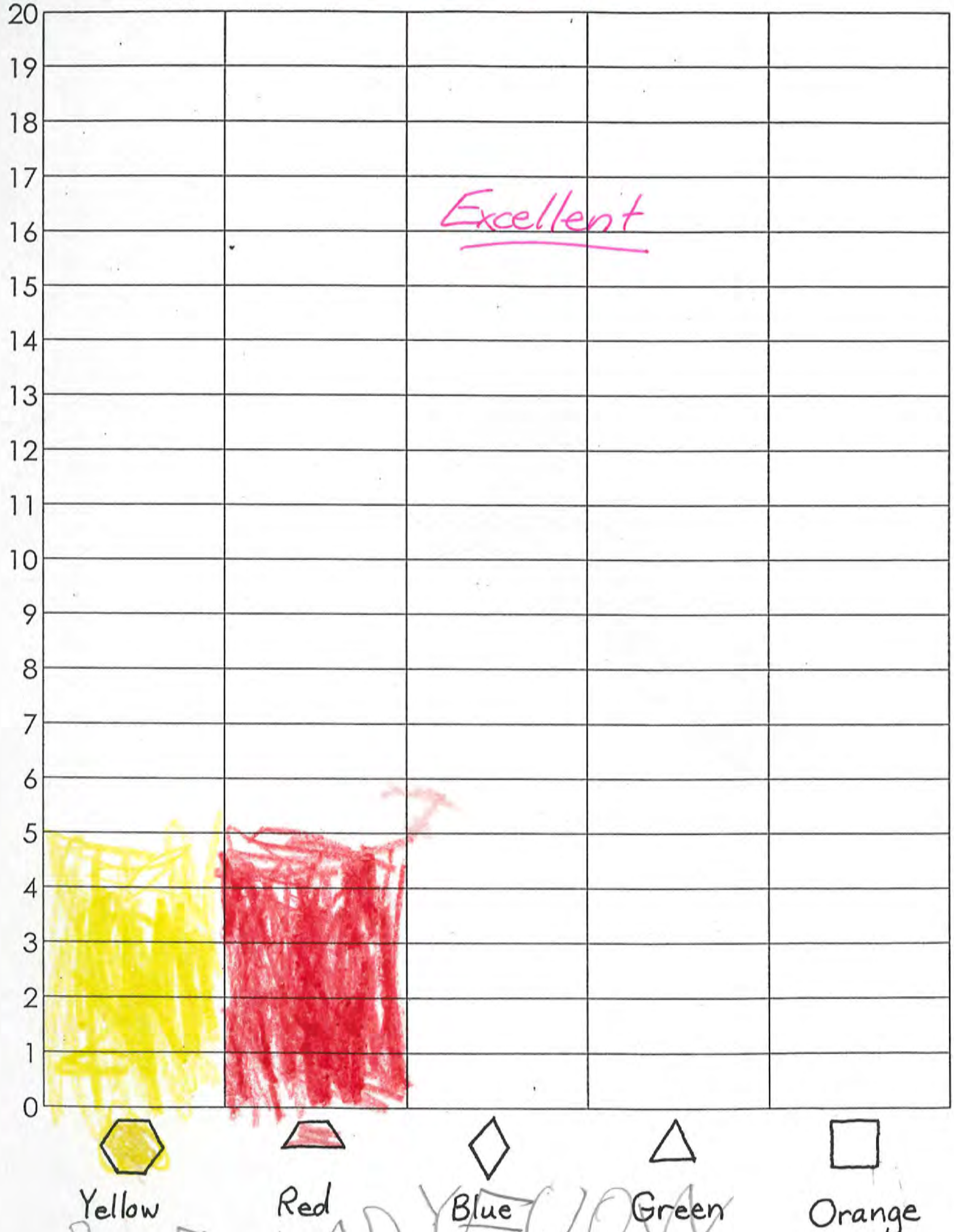
bbbbbbbbbbbbbb

gggggggggggggggggggggggg

qqqqaaaaaqaaaaaaaaaaaaqaqaaa

Name ADA ML Date 9/98

Graph title Pattern Graph



January 26, 1999

Dear Mom And Dad

What I did this morning was red boos.

I red its a big big word and fownd Mexico.

Sincerely,

Adam L.

Name Adam Lanza

Date Feb 2-23-1999

Phonics is fun!

boy

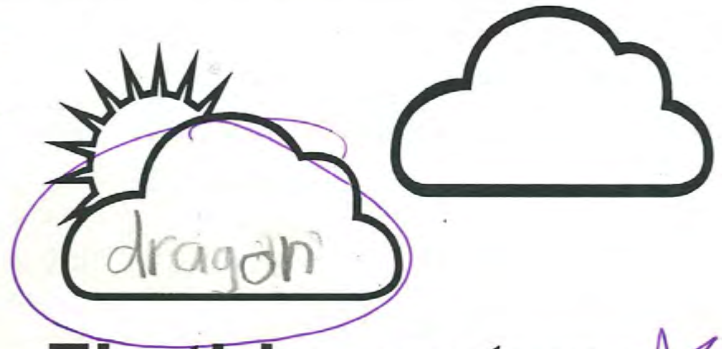
jog

join

oil

Troy

E G



Fix this sentence.

What day of the week is it?

Math Facts

5 tens 6 ones = 56

2 tens 1 one = 21

1 ten 12 ones = 22

74 = 7 tens 4 ones 74

Story Problem

Please write a math sentence!

3 + 7 = 10

$$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$$

Name Adam Date 3-11-99

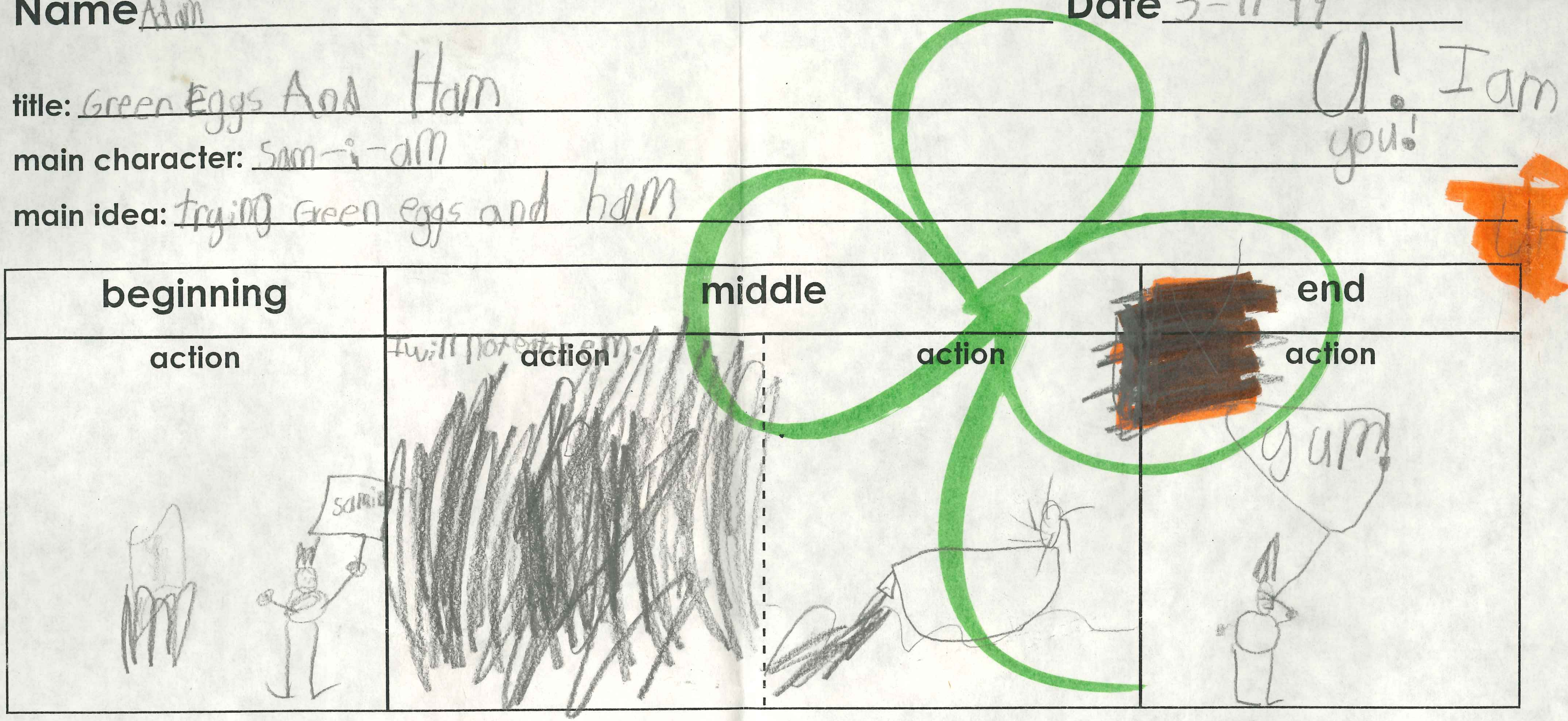
U! I am madat you!

title: Green Eggs And Ham

main character: Sam-i-am

main idea: trying Green eggs and ham

beginning	middle		end
action	action	action	action



1. The very small kid is named hwat mens name is cald sam-i-am

the dark 2. The big giye will not try green eggs and madey big ham

3. The pepele is in the big big big see that is hwet.

4. The big giye trad the green eggs and big big ham.

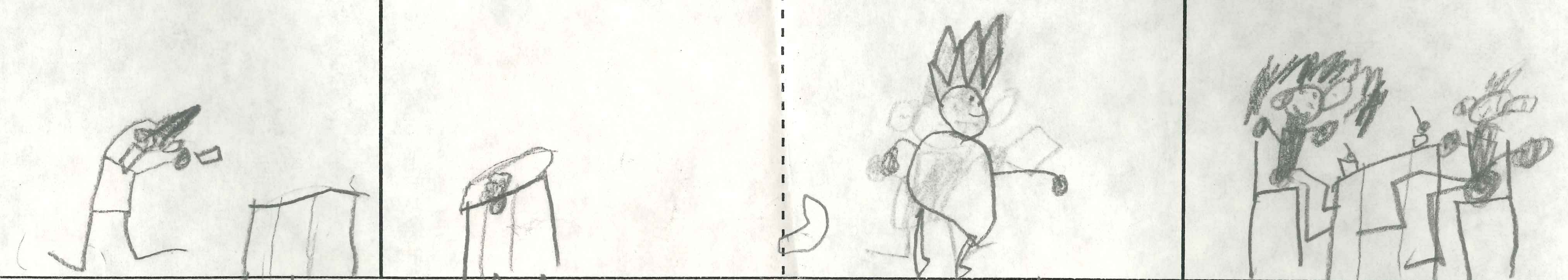
Name Adam Date

title: my frst Thanksgiving

main character: Prgrms

main idea:

beginning	middle		end
action	action	action	action



1. it is the Mompuling the food on the tabl
2. thrr a hand ehle in on the tabl.
3. The indian are here! her
4. The PPl are eating.

Adam, you did a great job retelling ~~your~~ the story from your pictures.

I like to see
What clouds can be,
As they go by
Up in the sky.

Nice handwriting

Adam

0+11=11

1+10=11

2+9=11

3+8=11

4+7=11

5+6=11

6+5=11

7+4=11

8+3=11

9+2=11

10+1=11

11+0=11

Name Addm Date

cane tube fish plane

I like to fly my kite.

1 +1 = 5, 5 +5 = P, 3 +3 = 6, 4 +4 = 8, 5 +5 = 10

birds were sitting on my chair bir

ds were standing on the grass How many bir

ds were there altogether? 3 +4 = 7

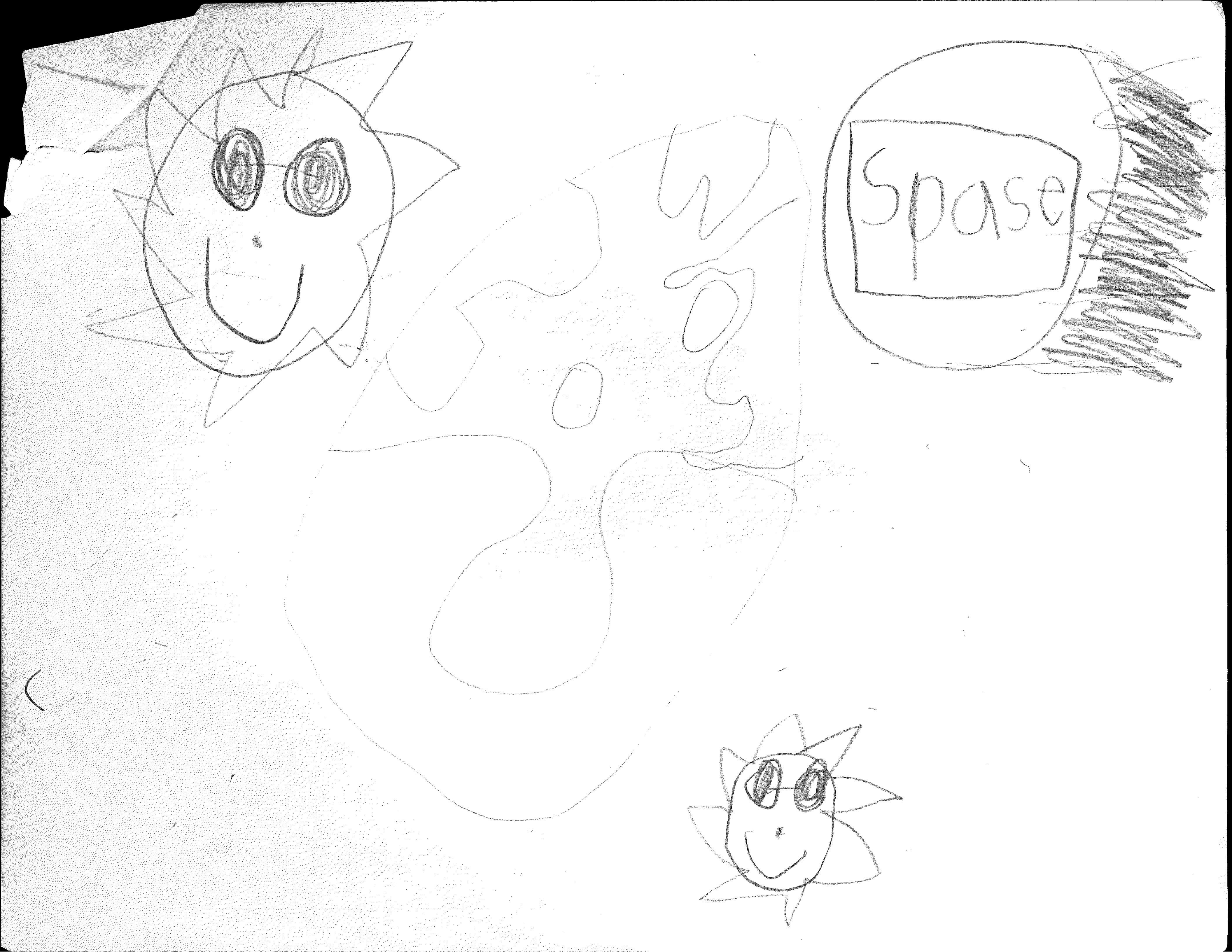
Name Adam E

Date

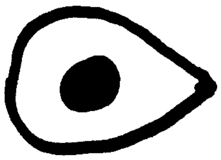
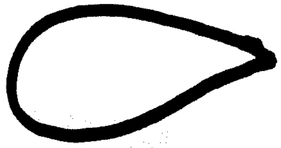
piñata getting getting hug huging poping pining pin

jam jamming

ok p pop


Spase

Name Adam

 +  = 2

7 + ε = 10

4 + 6 = 10

4 + 6 = 10

4 + 6 = 10

ε + 7 = 10

4 + 6 = 10

5 + 5 10

4 + 6 = 10

Name Adam

E

TA-TAN-KA SORT

Ta-tan-ka is the Lakota word for buffalo. Buffalo were important to Lakota and other Native Americans of the Plains. Read the list of uses for the buffalo. Then write each use under the correct heading. Some things may go under more than one heading.

Tools

needle
knife
arrowhead
brush
cord

Cooking

leggings
belt
bowl
dress
vest
blanket
meat

Clothing

spoon

Other

bag
paint

~~arrowhead~~
~~bag~~
~~belt~~
~~blanket~~
~~bowl~~
bowstring
~~brush~~
~~cord~~
~~dress~~
fuel for fire
glue
~~leggings~~
~~knife~~
ladle
~~meat~~
~~needle~~
~~paint~~
robe
scraper
~~spoon~~
thread
teepee
~~vest~~

more! How do you think the Lakota felt about the buffalo? Write your answer on the back of this page.

Name Adam E! Date

dag wag say clay air mail rain snail play train

mail box

play date

Name:

f f f

Name: ADAM

i i

E

1. bet 2. Let

3 wet 4. pen

5 ten 6. Bed

7 fed 8. sled

9 Bent 10. Went

B B B

Afica

elephANT

Name ADAM thA

ADAM

1+4=5 2+1=3 1+6=7

4+8=12 12+7=19

5+4=9 3+3=6

News Release

Continental Cablevision

ADAM

12+10=22

11+11=22

10+7=17

6+1=7

4+2=6

6+3=9

1 + 12 = 12

12 + 2 = 14

9 + 12 = 21

1 + 1 = 2

7 + 5 = 14

1+7=8

ADAM

44 DePOT

Road

Kingston.

NH.

05848

288

603-542-63

53

ADAM

Hh
Hh
Hh
Hh
Hh
Hh
Hh

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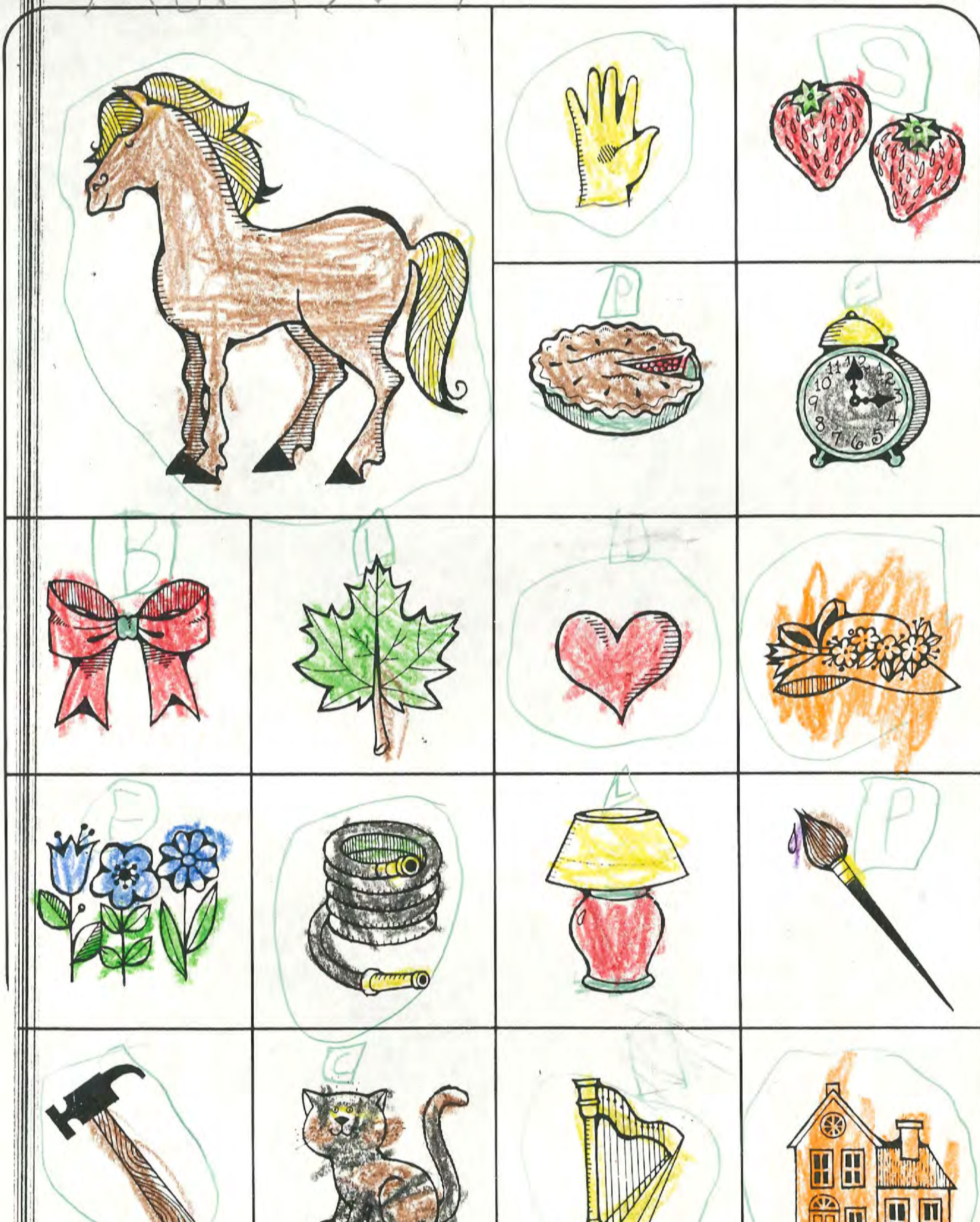
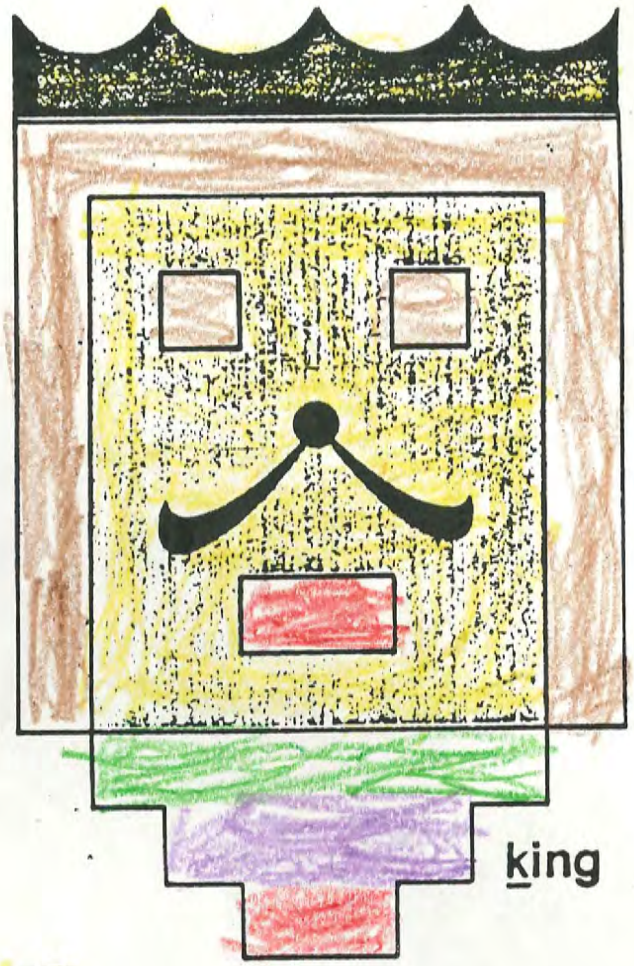
Hh

ADAM

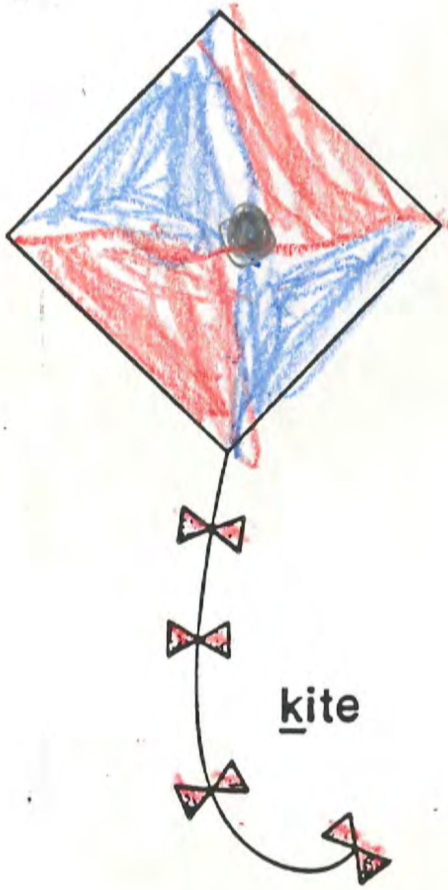


Circle the pictures for words that begin with /h/ like horse.

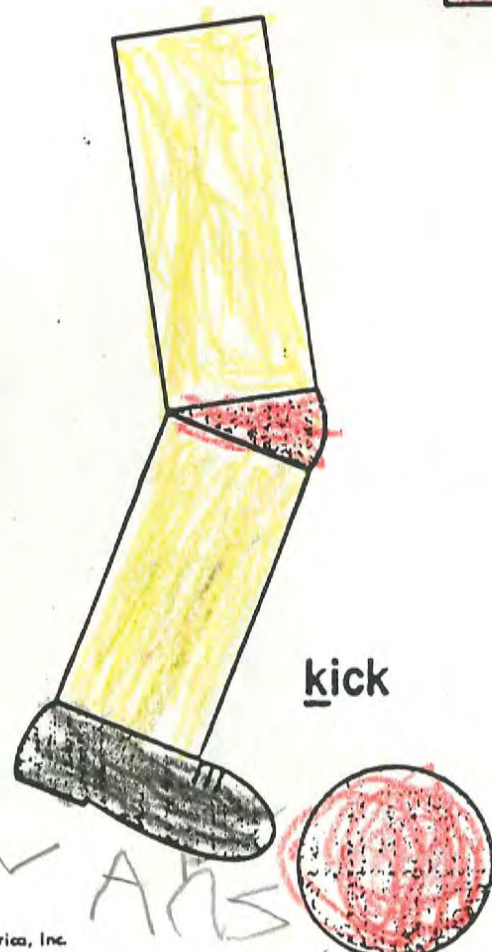
K k is for...



king



kite



kick

ADAM L AHS

4

ADAM

PEOPLE & PLACES

LET'S FIND OUT

November/December 1997

PHOTOS BY MARCIA KEEGAN. BORDER ART ILLUSTRATED BY CRAIG SPEARING

OUR PUEBLO CELEBRATION

SCHOLASTIC

Activity: Sounds

Find the Sounds

Find something that starts with the same sound as the picture in each box and draw it. Can you find more?

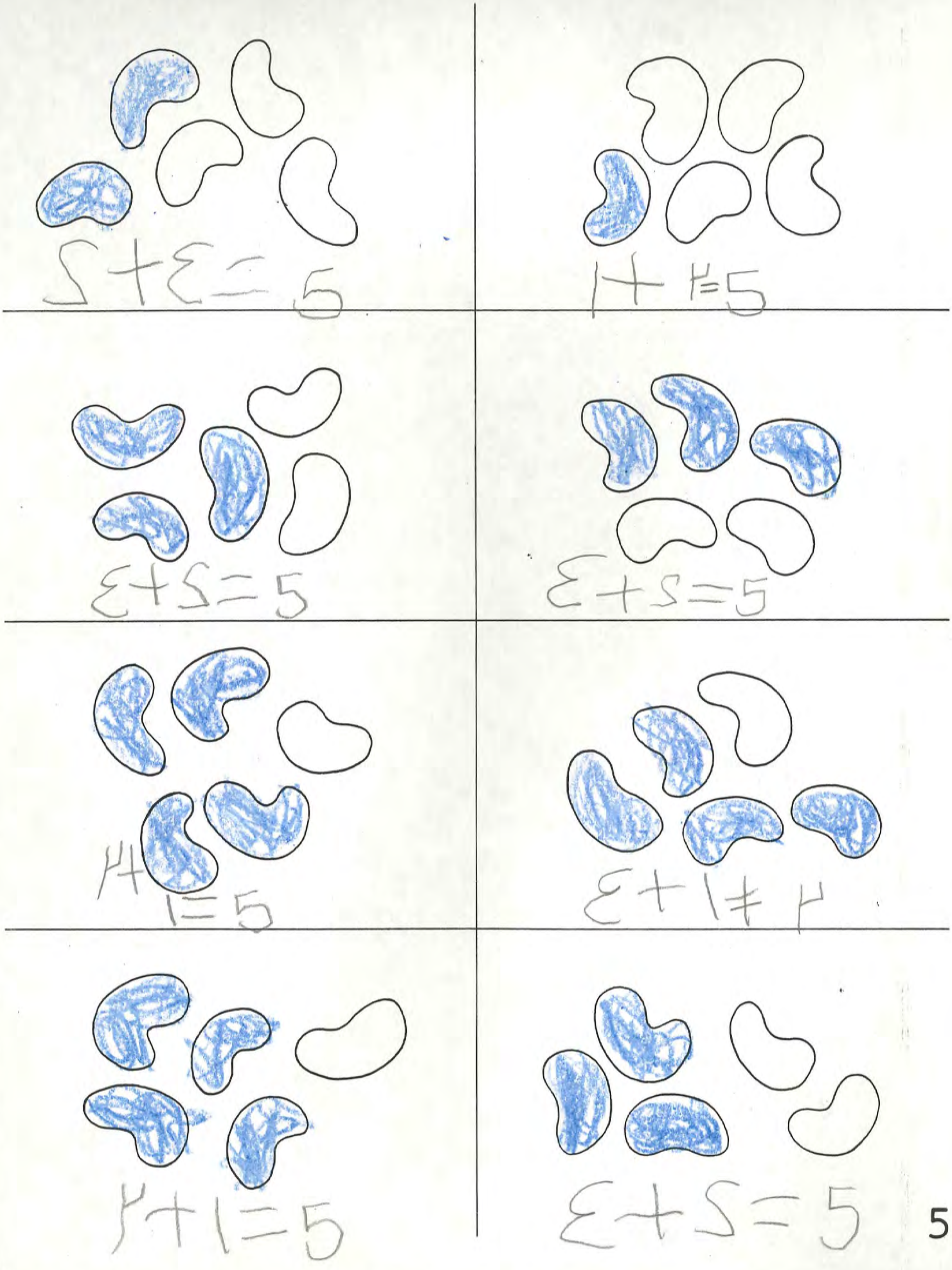
ILLUSTRATED BY SHARI HALPERN

FOR PARENTS

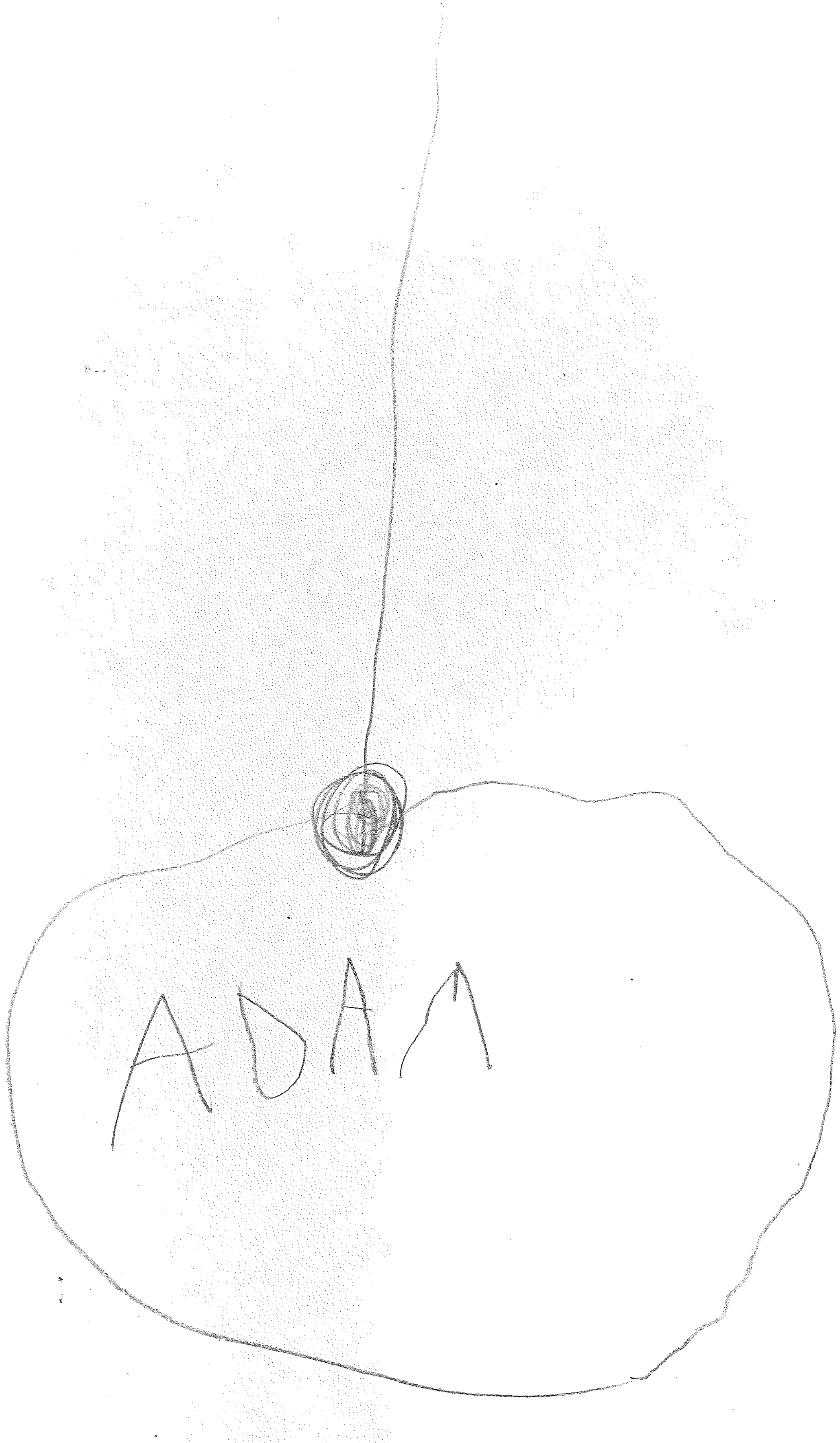
Play sound games at home or in the car! Just pick a word and search for anything you can find that starts with the same sound as the word. This is a fun way to explore words and sounds with your child.

PARA LOS PADRES

¡Jueguen en casa o en el carro! Elijan un sonido y busquen cualquier objeto que empiece con dicho sonido.



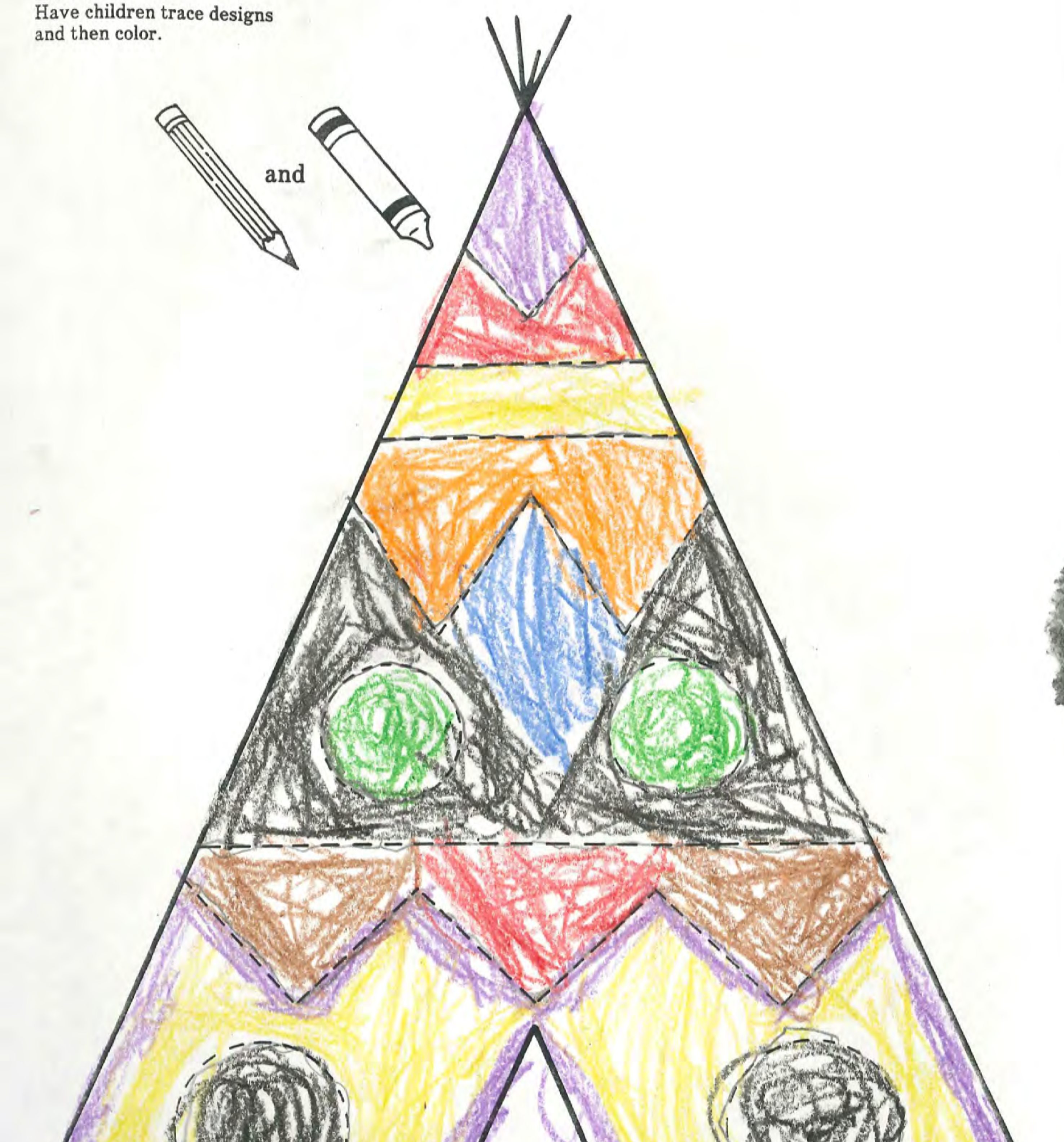
5


ADAM

Teepee Tracing

Name ADAM

Directions:
Have children trace designs and then color.



ADAM

ADAM

Ff Ff Ff Ff

Ff Ff Ff Ff

Ff Ff Ff Ff

Ff Ff Ff Ff

Ff Ff Ff Ff

Ff Ff Ff Ff

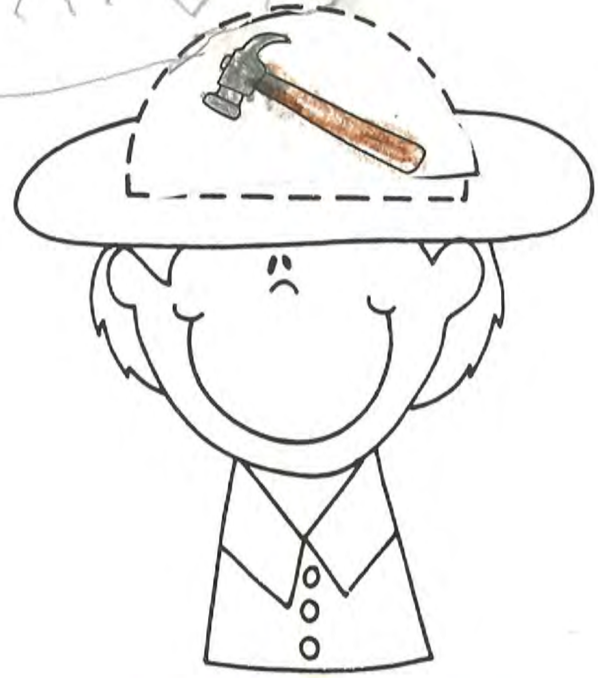
Adam

ADA MLAHSd

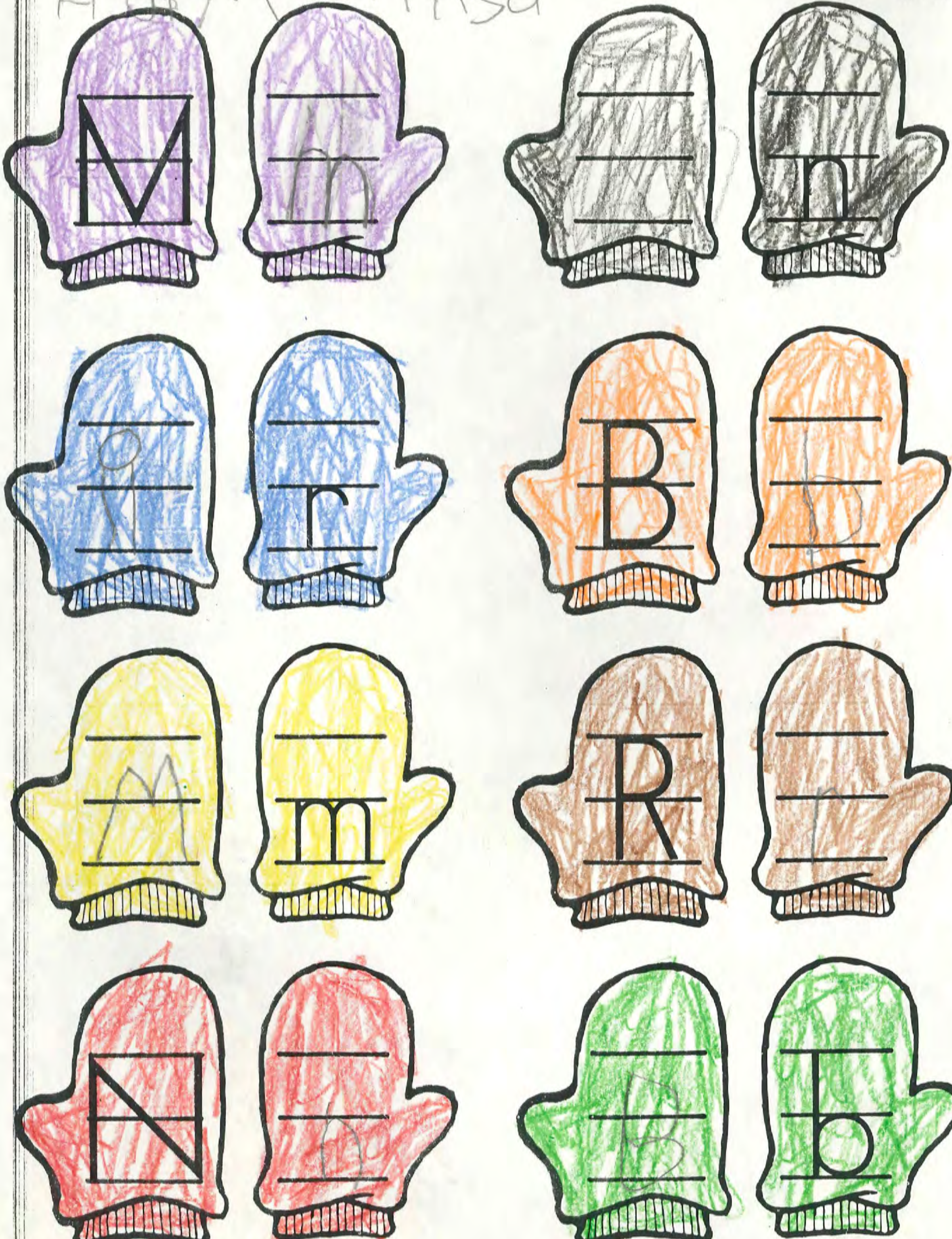
Gg

and ◯ all of the pictures that begin with the

ADAM



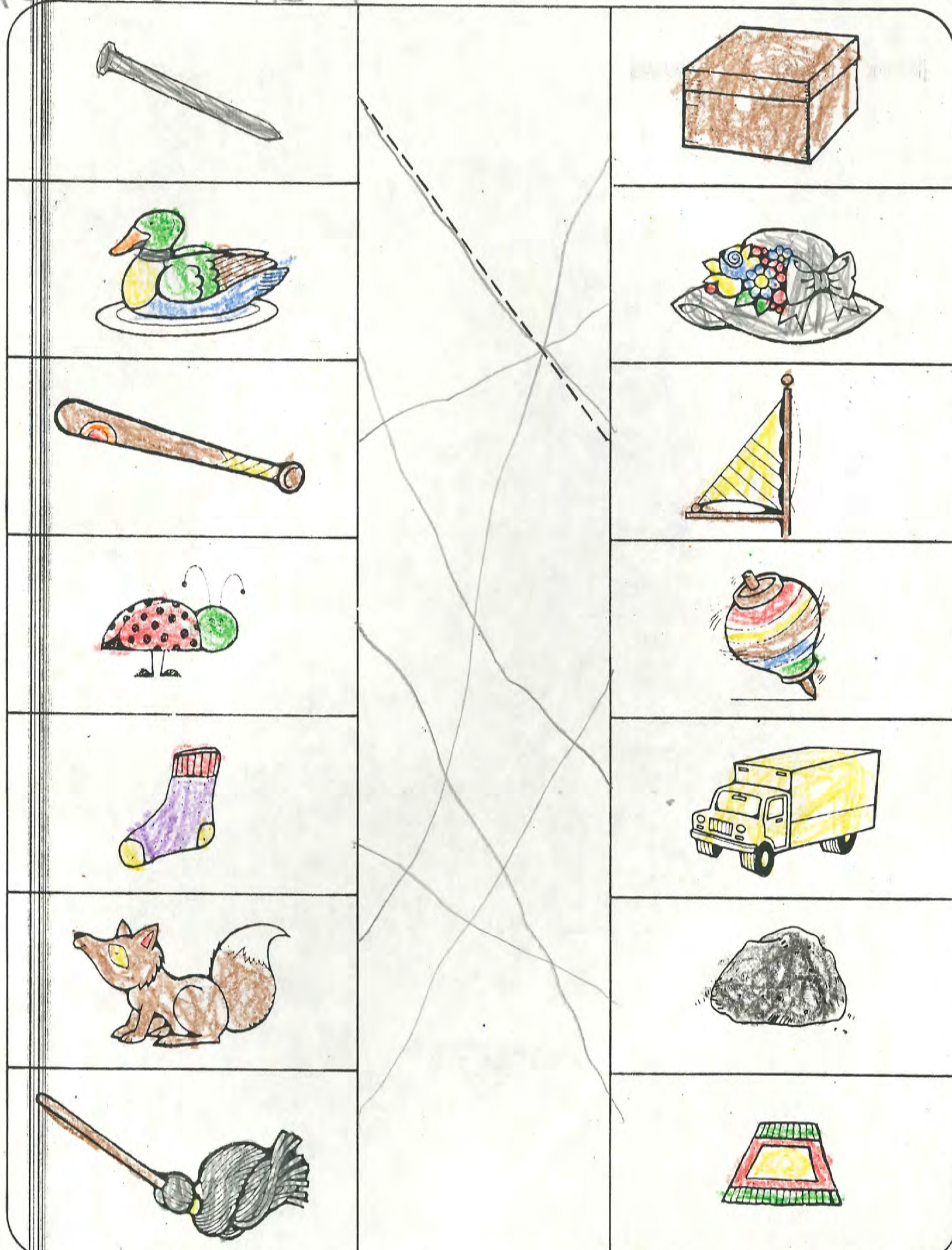
70



Write the missing capital or lowercase letter on each pair of mittens.

ADAMLAhsd

Draw a line to connect pairs of pictures that illustrate rhyming words.



G C O

c g o

o g c

c g o

O G C

C O G

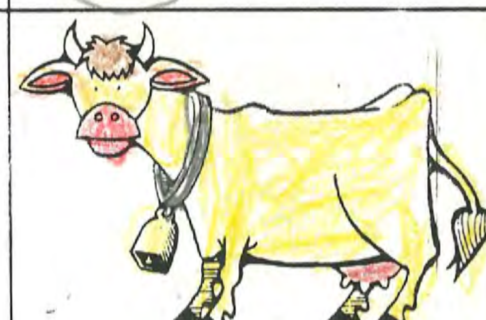
g o c

G C O

g o c

G O C

O C G



c g o

Circle the letter that stands for the first sound in each picture word.

ADAM LARSON ||||||

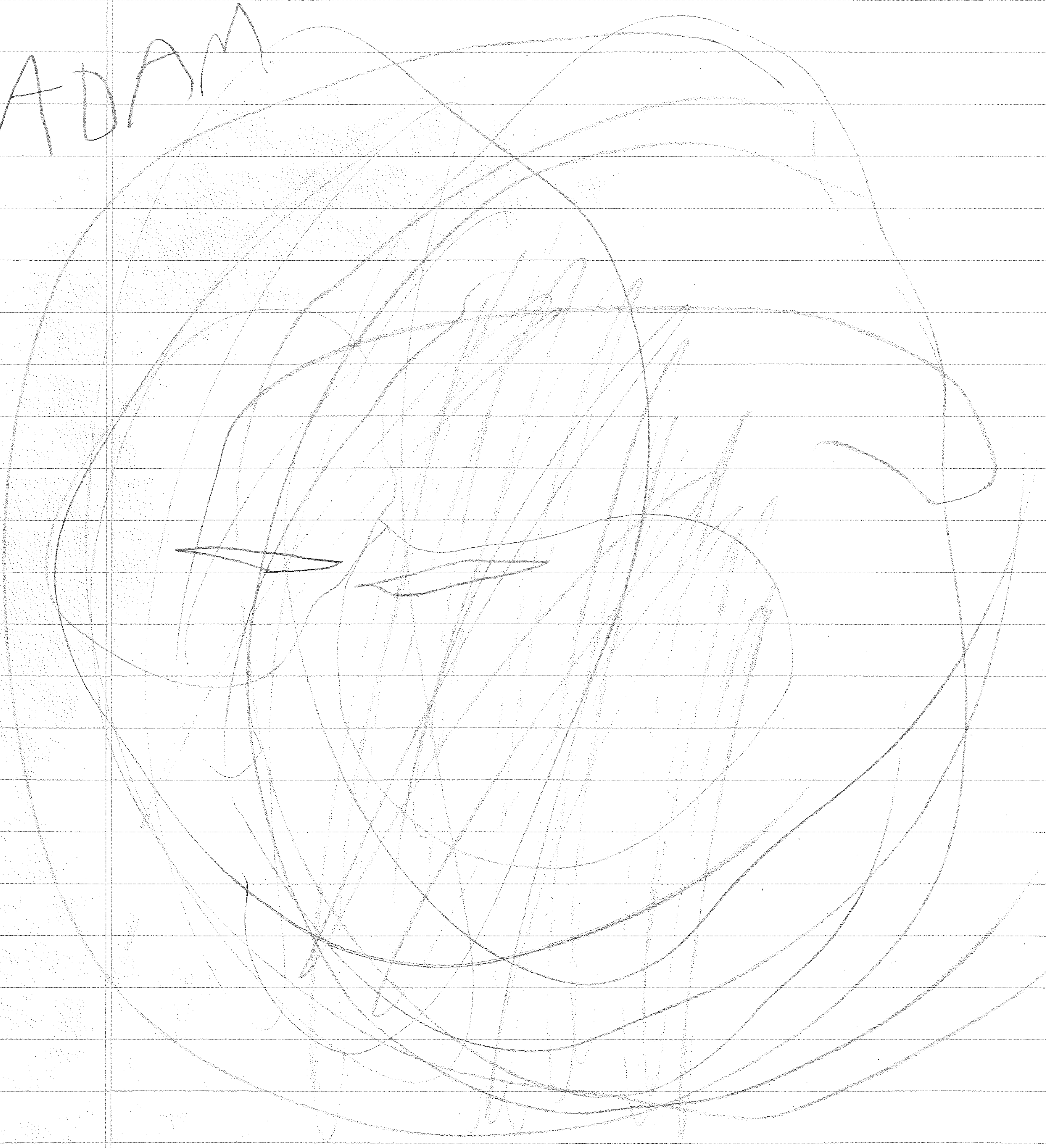
2 2 2 2 5 5 5 5 5 5 5 5 8 8 8 8 8 8

3 3 3 3 6 6 6 6 6 6 6 6 9 9 9 P 9 9 P 9 9

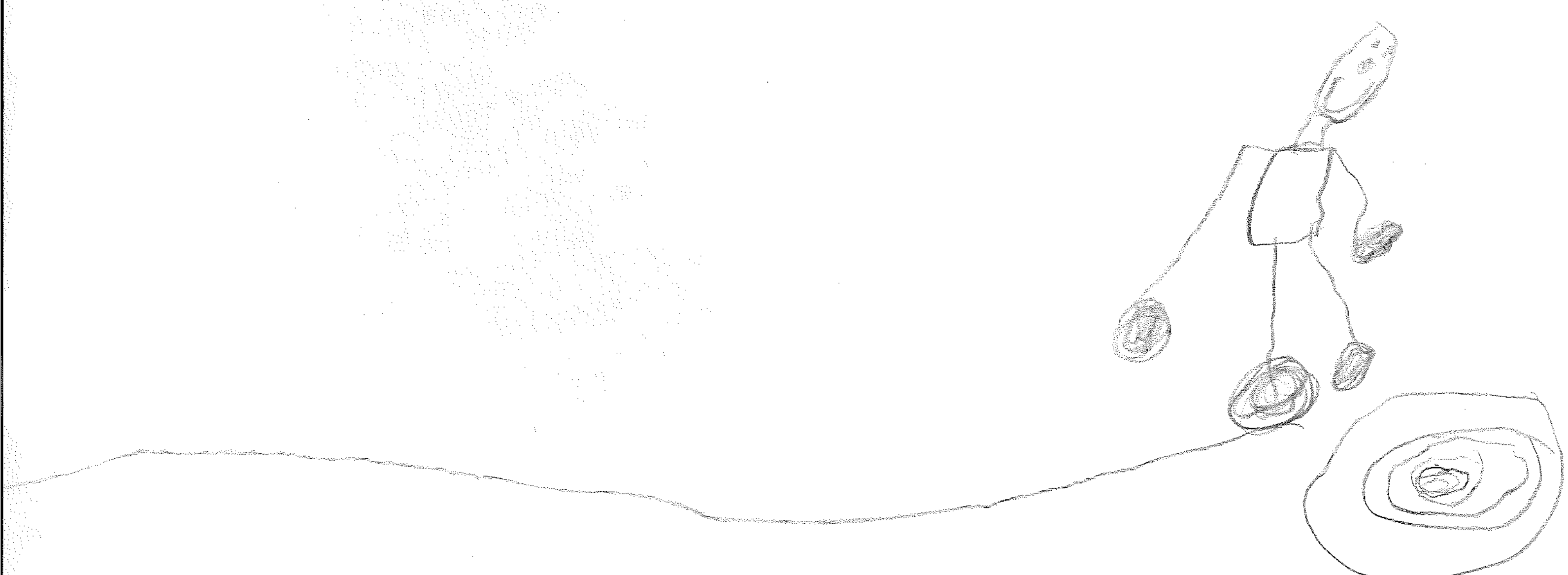
4 4 4 4 4 4 4 7 7 7 7 7 7 10 10 10 10 10 10

ERNST & YOUNG LLP

ADAM



Prepared by	Index No.
Date	



ADAM

J j J j J j J j

J j J j J j J j

J J J J J j J J

J J J J J j J J

J J J j J j J J

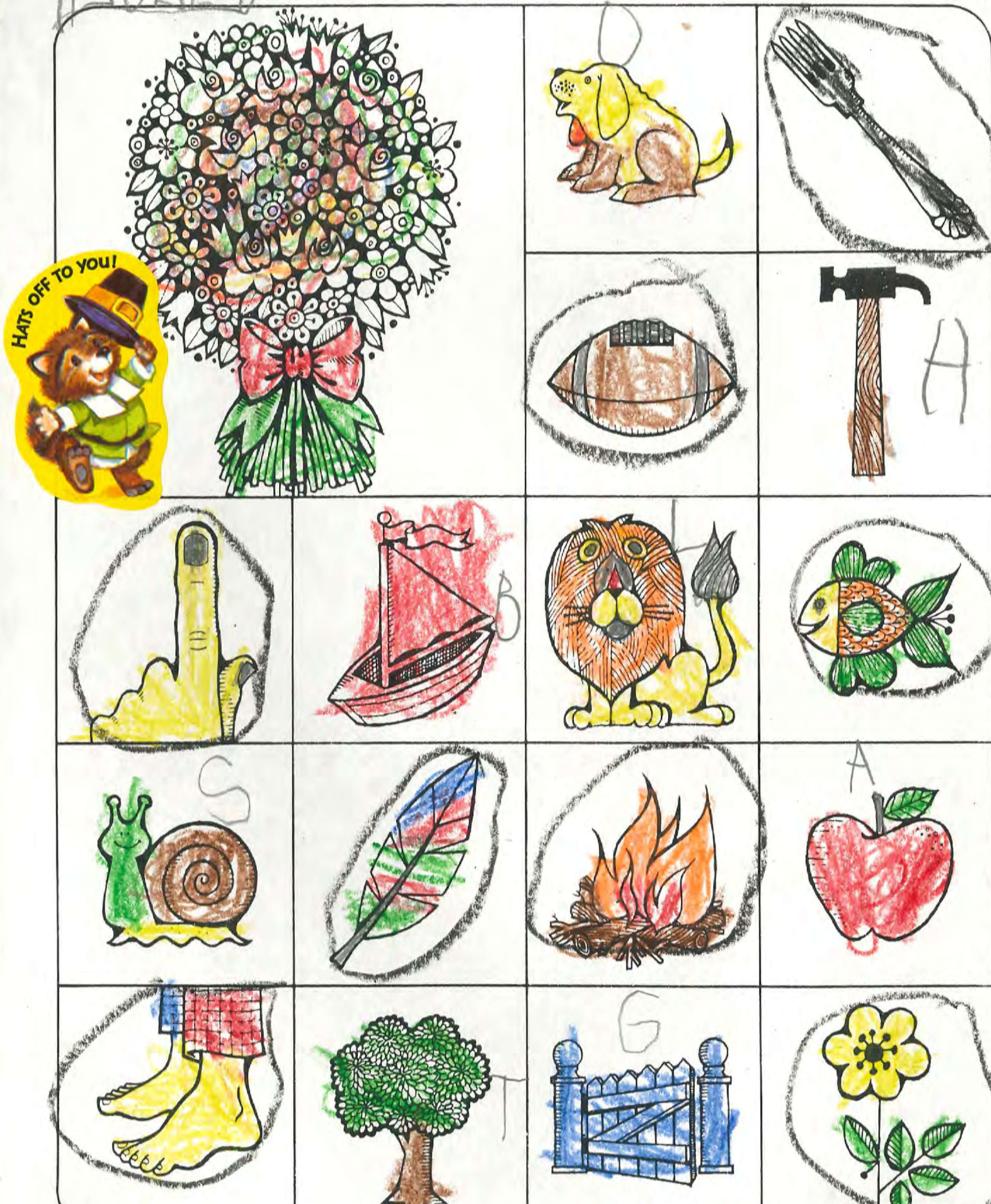
ERNST & YOUNG LLP

Prepared by

Index No.

Date

ADAM

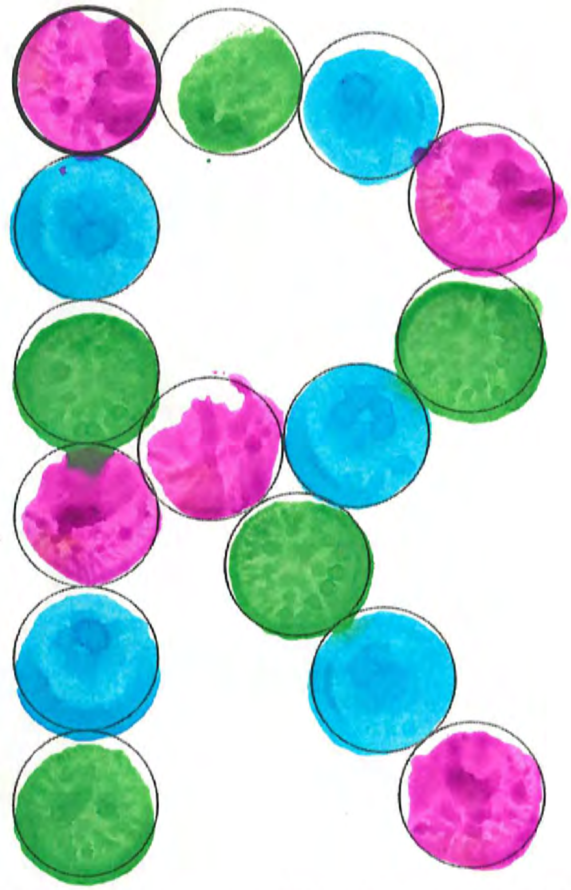


Circle the pictures for words that begin with /f/ like **flowers**.

ADAM

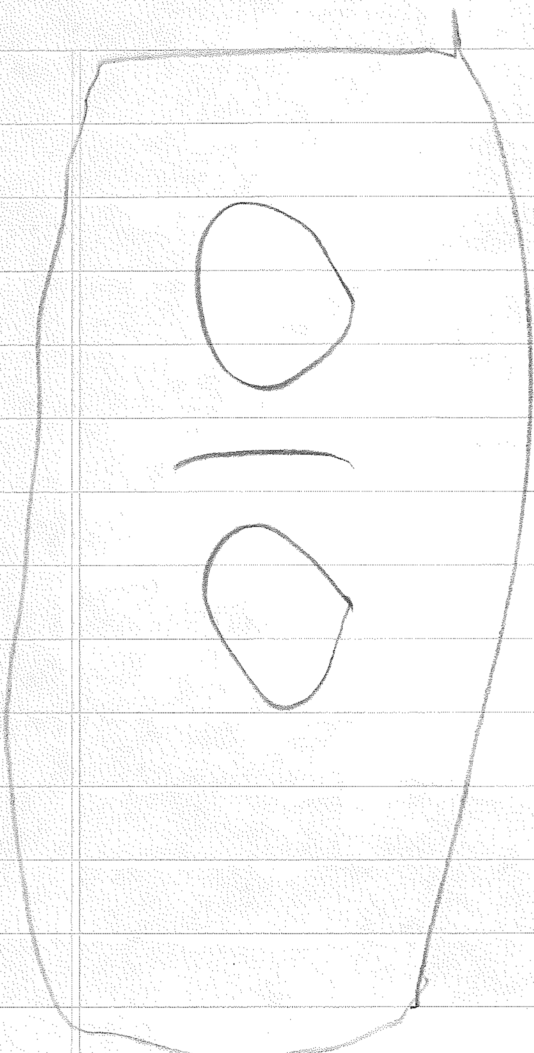
R

Rabbit

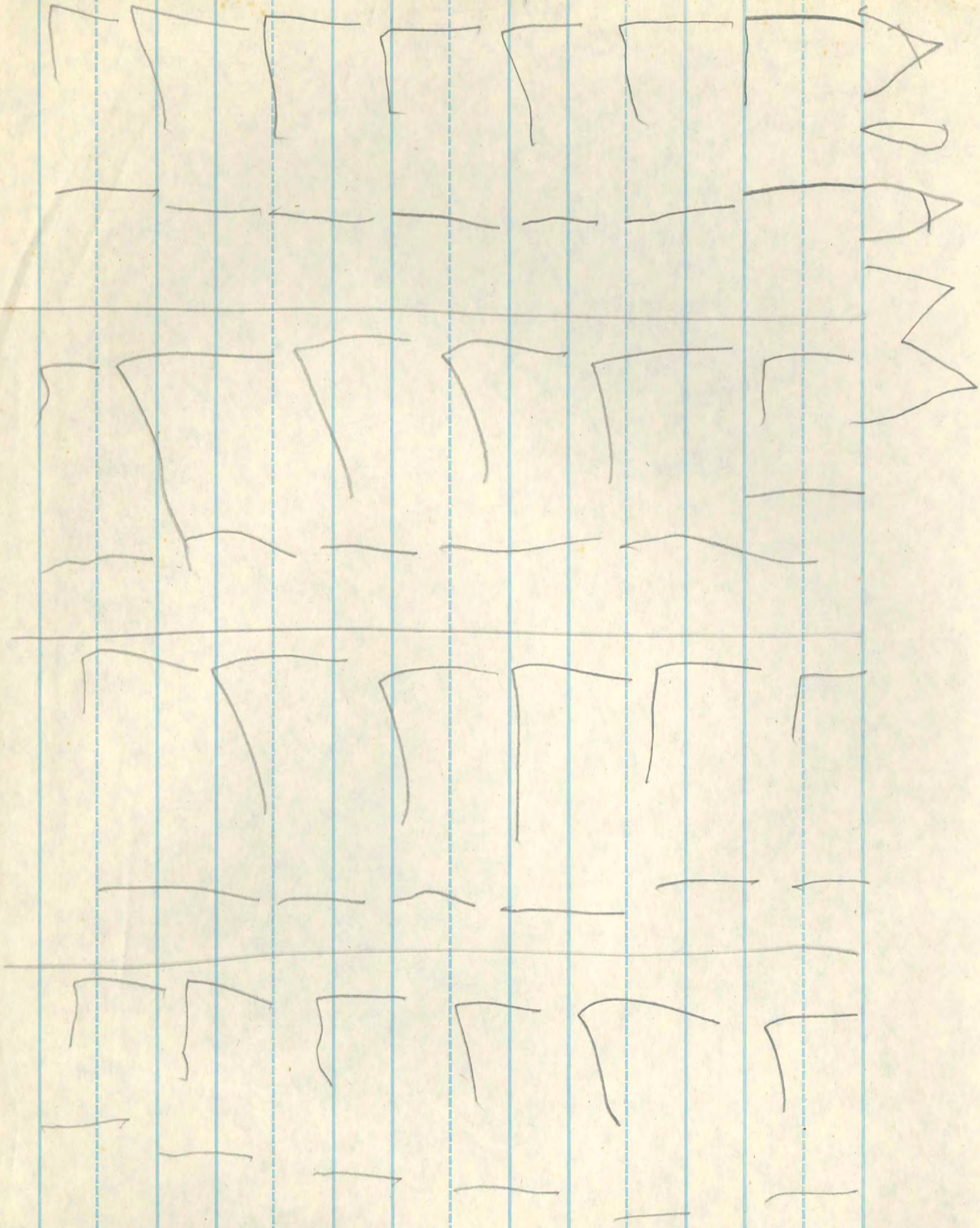


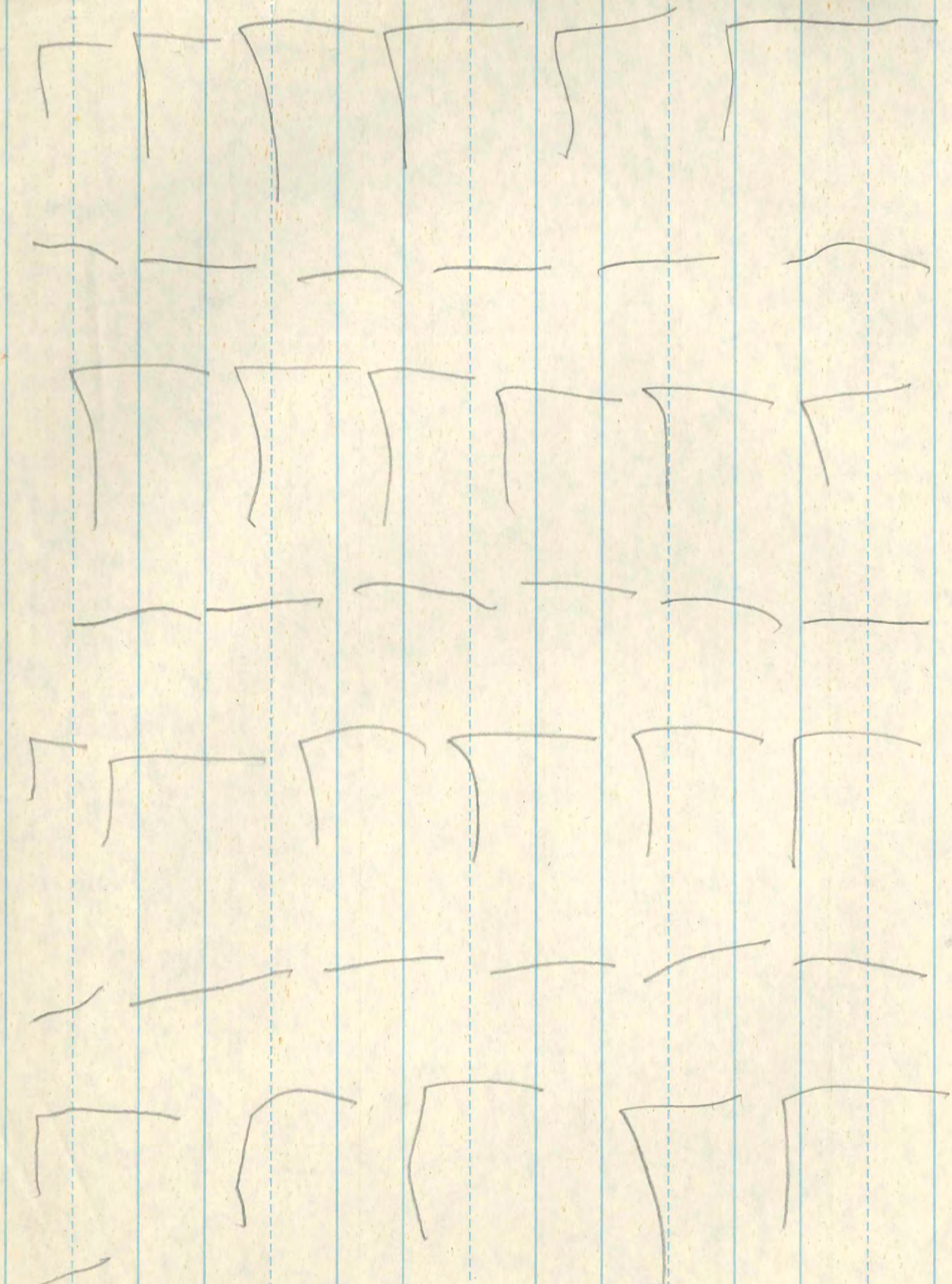
RRR RRRR

ABCDEFGHIJKLMNO
PQRSTUVWXYZ



Prepared by | Index No.
Date





ADAM LAhsd

COWbOY

COWGiRl

bandanas

Saddle

cattle dRiVe

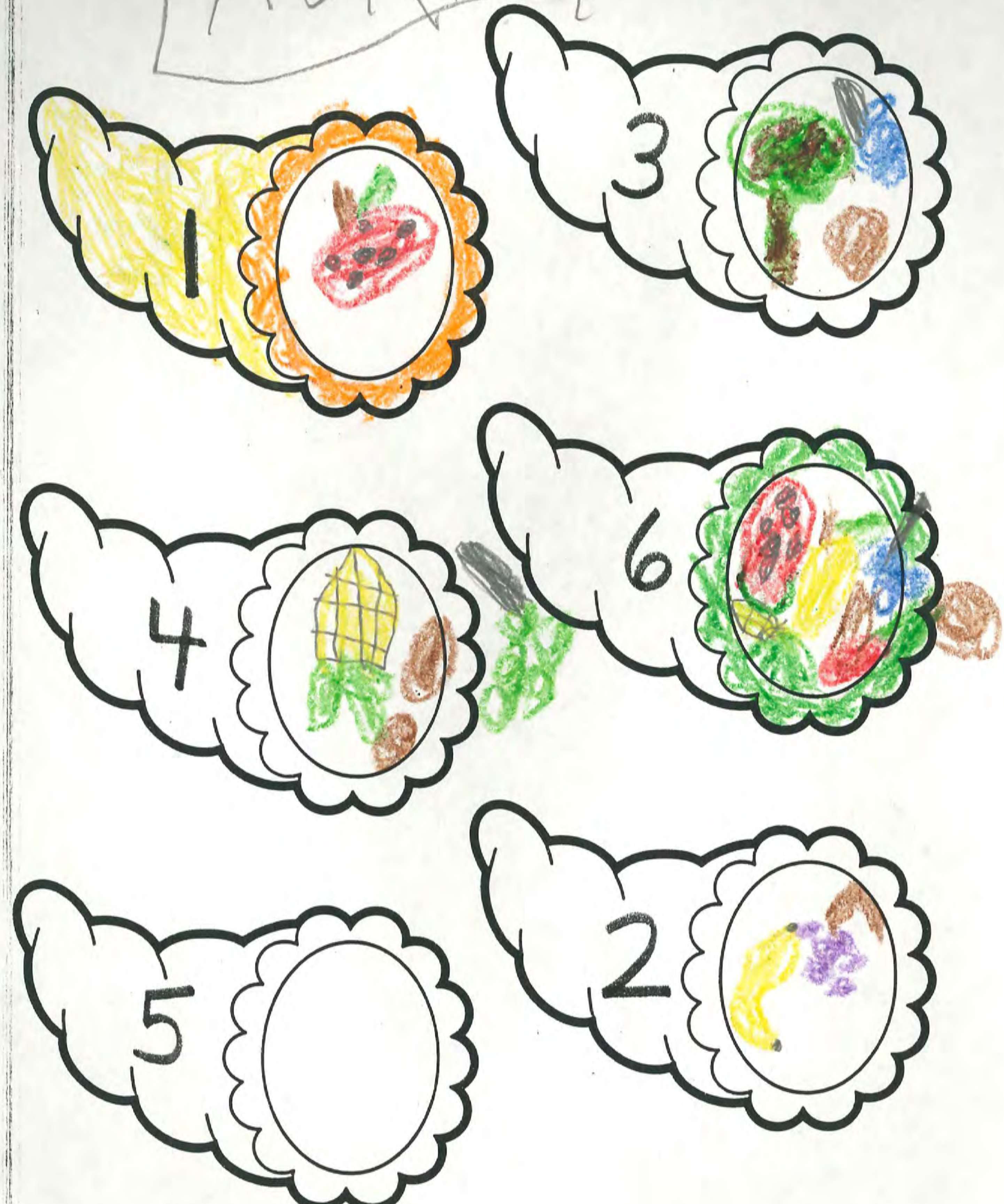
Roundup bRandING

CaMPFIRe boots

Rope

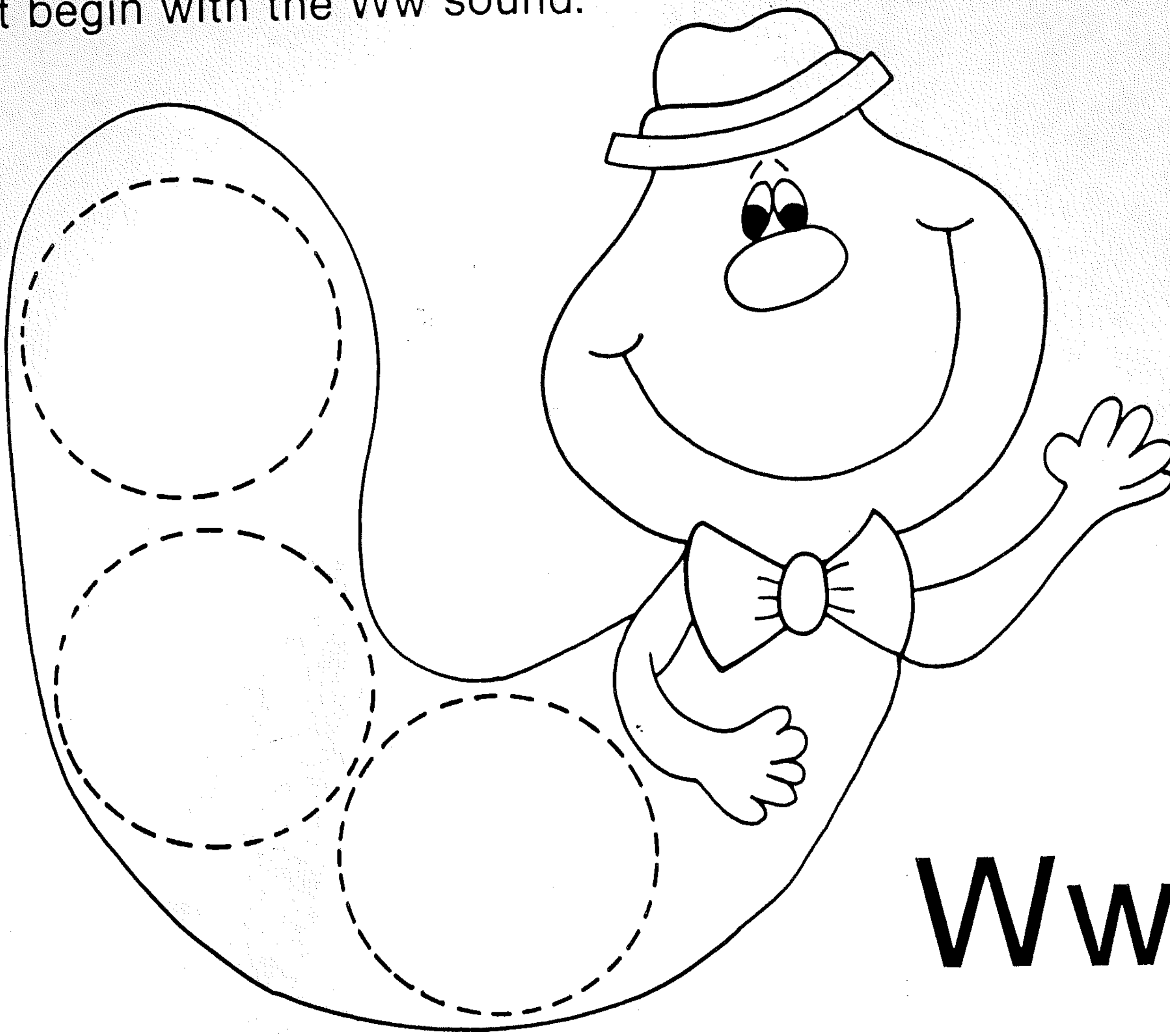
Name ADAM

Cornucopia Counting

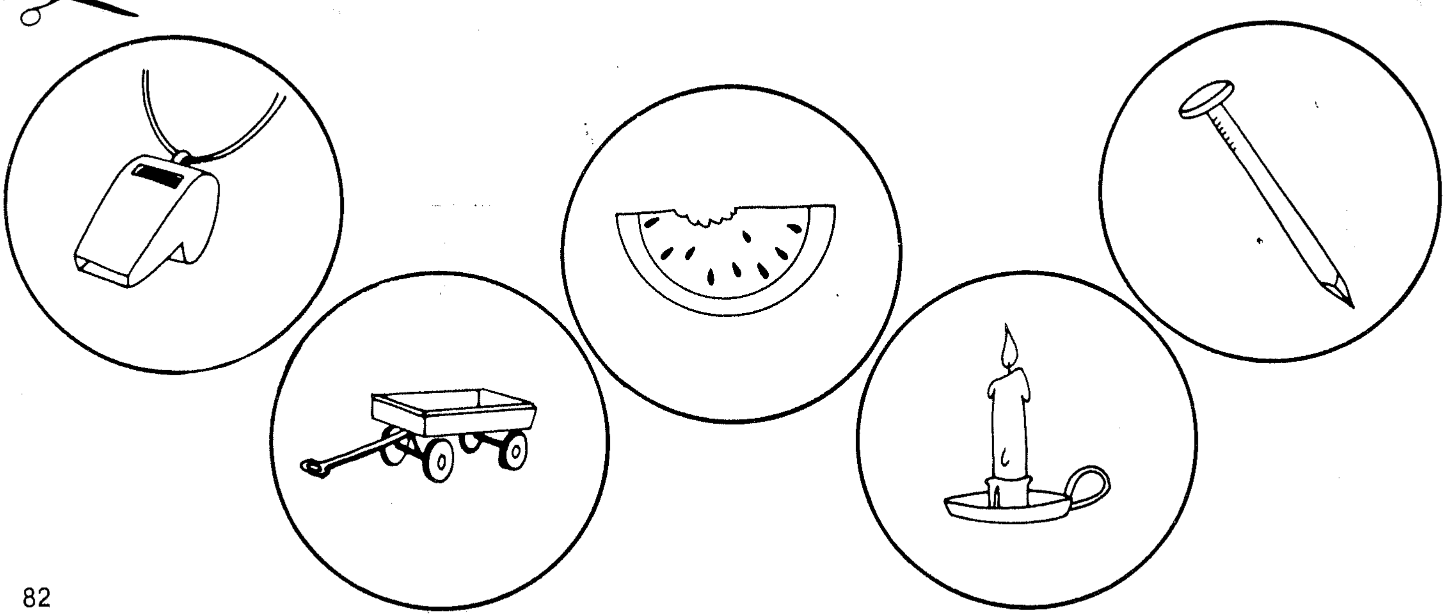


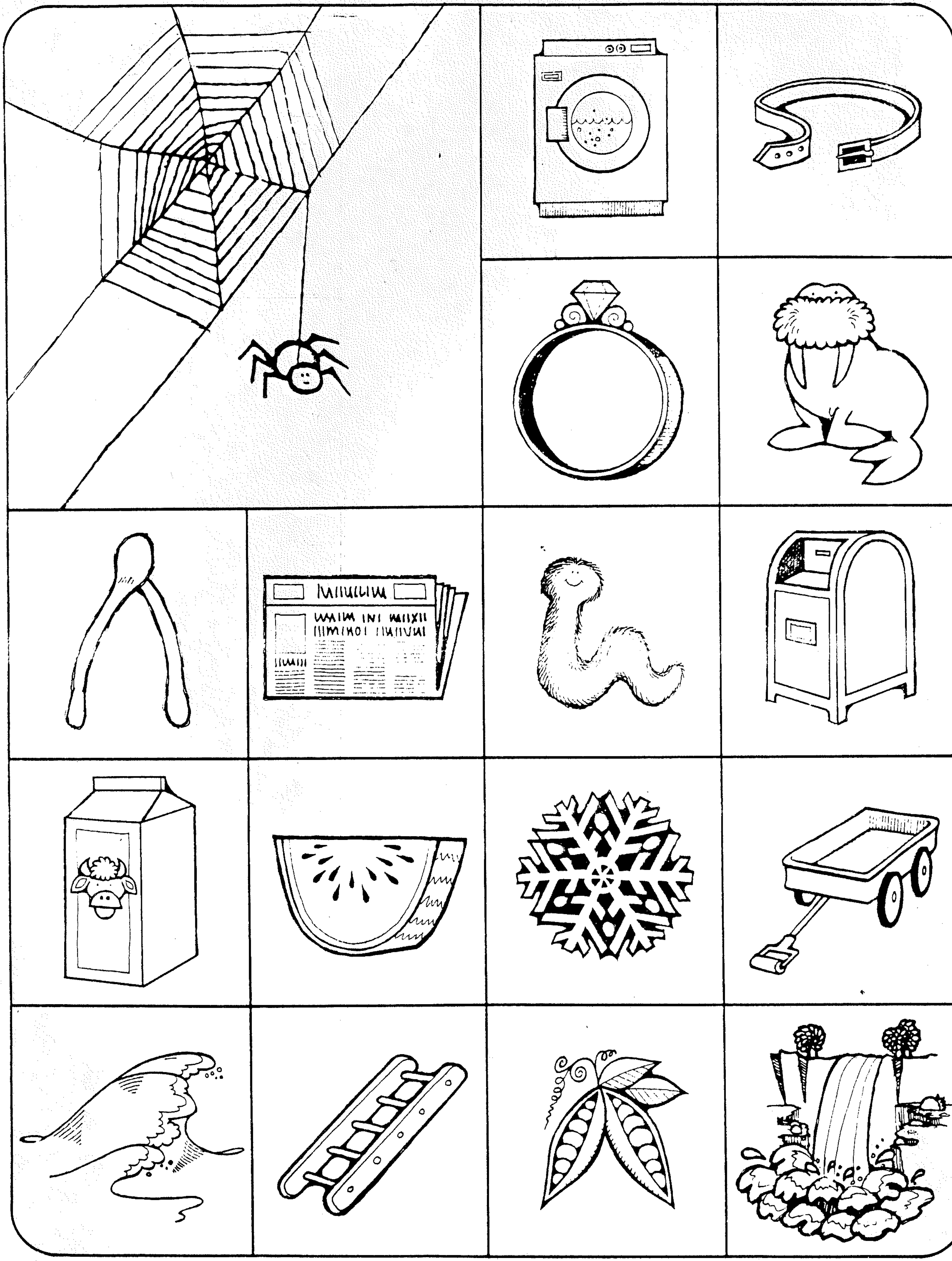
Use with "Cornucopia Counting" on page 47.

and all of the pictures that begin with the Ww sound.



Ww



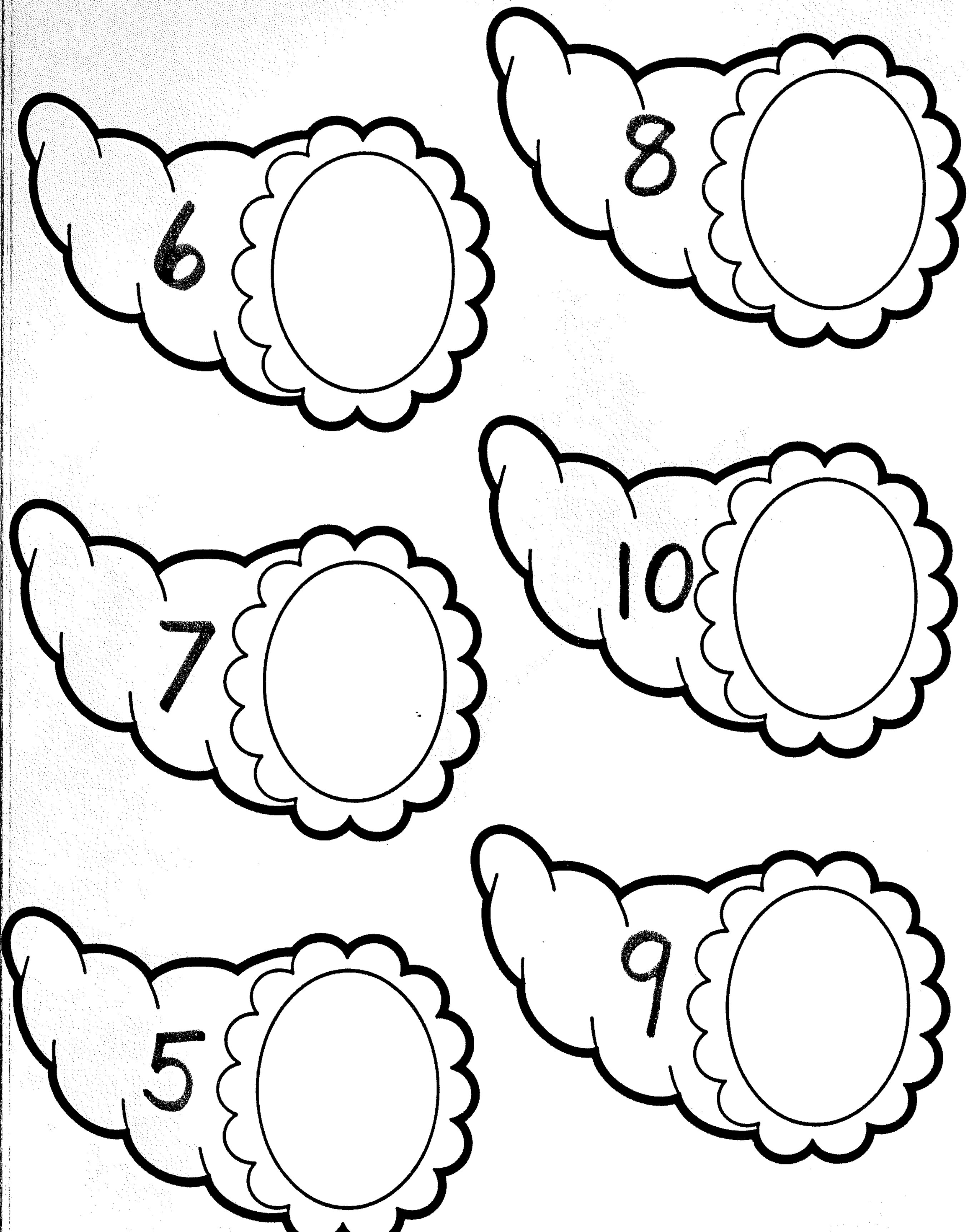


Circle the pictures for words that begin with /w/ like **web**.

Ww

Name ____________________

Cornucopia Counting



Use with "Cornucopia Counting" on page 47.

pResents

Bells

StRing

Ball

tRee

ChRistmas

December

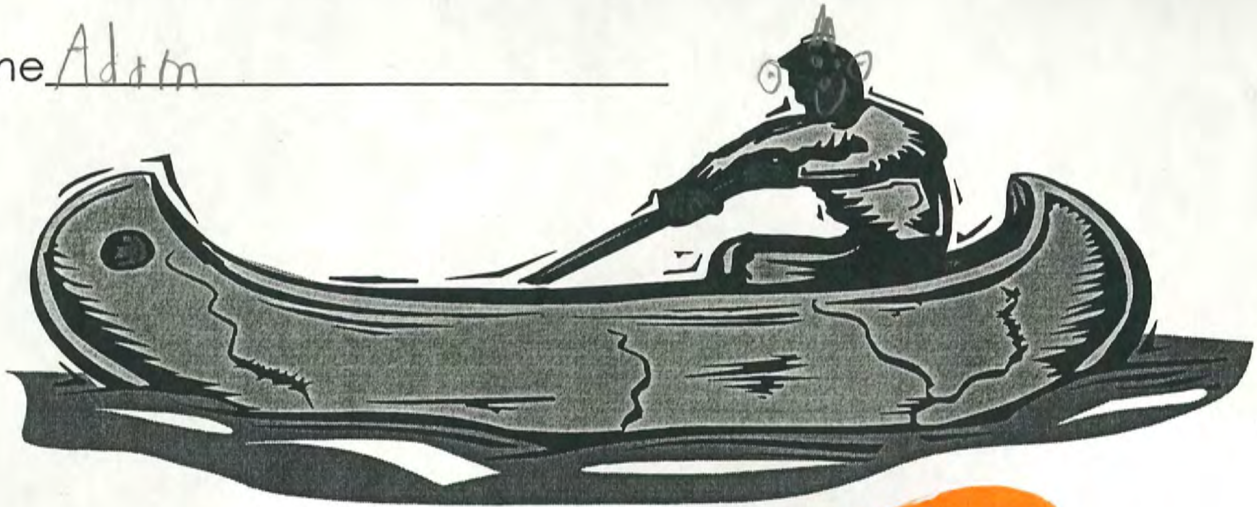
DecoRation

Kwansaa

MKCKY

ADAM

Name Adam



1. spring
2. King
3. clang
4. rang
5. hang
6. song
7. long
8. strong
9. luong
10. swuong
☺ Indian
☺ P wo wo

Phonics is fun!

Adam

boat

coal

each

meat

soap

E!

Fix this sentence.

I wrote a note to my dear friend.

Math Facts

5 − 2 = 3

6 − 5 = 1

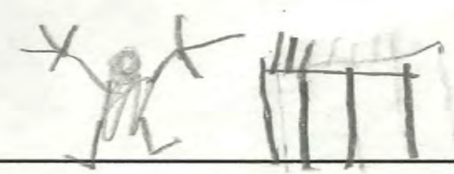
5 − 3 = 2

7 − 6 = 1

9 − 2 = 7

Story Problem

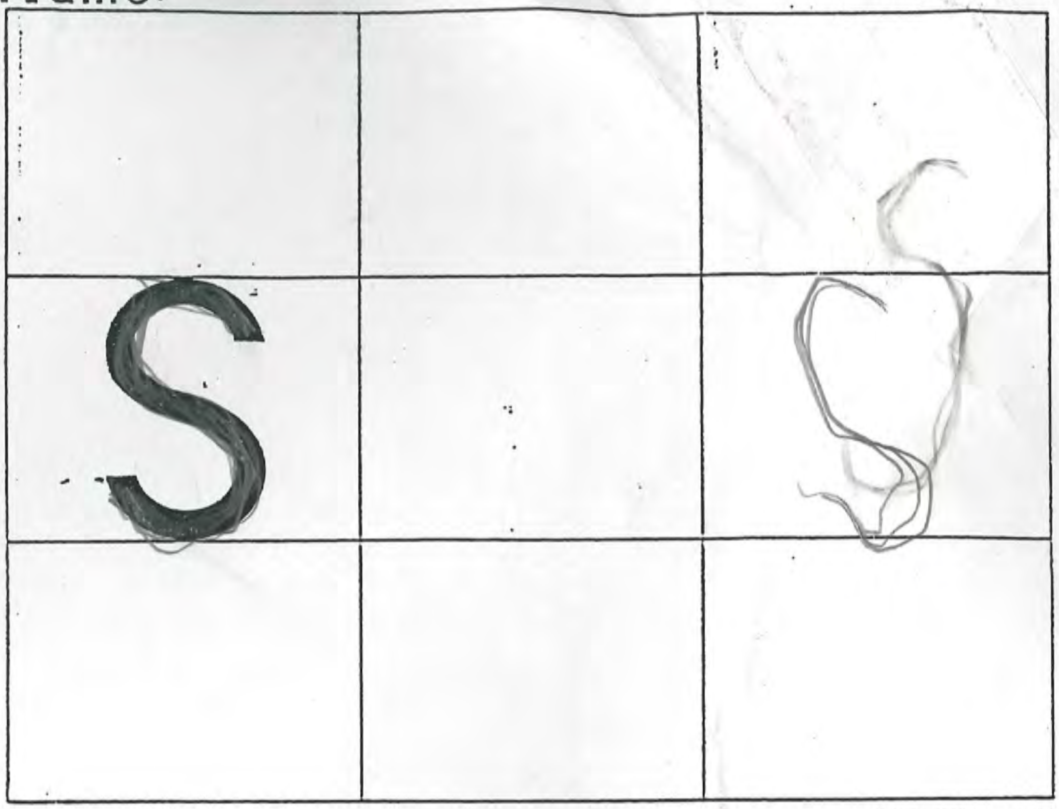
10 − 7 = 3



Name Adam Date

5 + 6	6 + 6	1 + 3
5+6=11	6+6=12	1+3=4
3 + 5	1 + 1	3 + 3
3+5=8	1+1=2	3+3=6
5 + 5		
5+5=1		

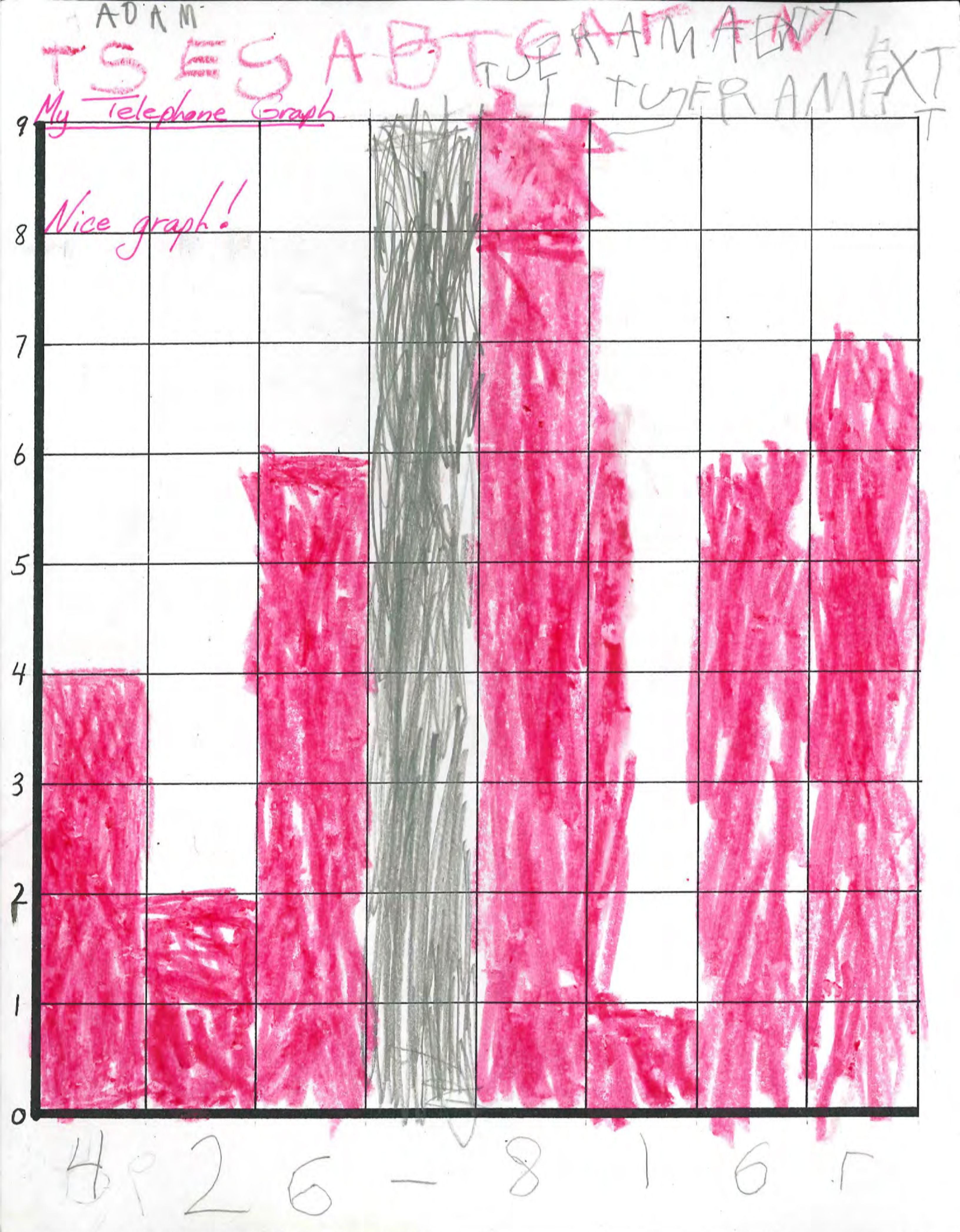
Name:



3-Section Letter Pattern/ S

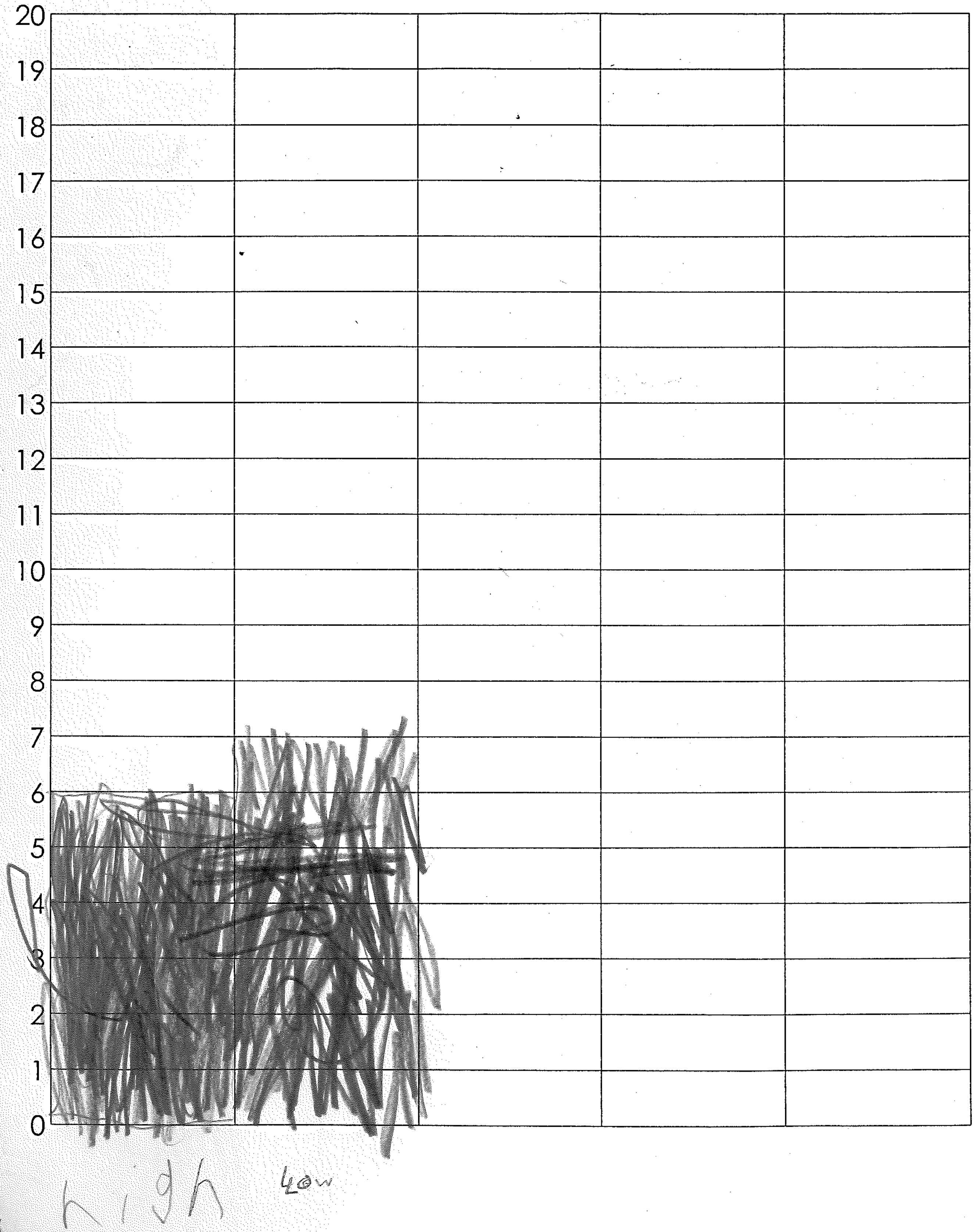
Name: ADAM

3-Section Letter Pattern/ g


ADAM
My Telephone Graph
Nice graph!
9
8
7
6
5
4
3
2
1
0
4 2 6 - 8 1 6

Name ddAM Date

Graph title NOTES



high

adam

LOW

5

5

Add m.

Superb

Math Mania
" Dem Bones"

1. I estimate I have [20] pieces in my bag.

2. I counted them and I have [17] pieces in my bag.

This graph shows how many of each bone I had.

I had [4] hands.   I had [~~6~~] skulls. 5

I had [4] ribs.   I had [~~6~~] feet. 5

I can put them together and add!

_3_ hands and _5_ skulls = _8_

_6_ ribs and _5_ feet = _8_

_3_ hands and _5_ feet = _2_

_6_ ribs and _2_ skulls = _11_

Watch me do this one!

_4_hands+ _5_skulls+ _6_ribs = _12_

Here is a picture of a skeleton!

Name Adam Date ____________

I WENT [went] home [home] and Fed [fed] my [my] dog hAMbur GOs. The SNOWNT [Elephant] rode [e] on the [e] snow [n] sled [sled] and BENT [bent] his trunk [unk].

Adam, you are doing much better writing with lower case letters. Please practice letter n.

→ n

Name:

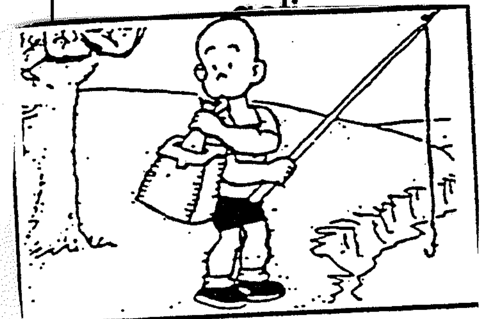
k

Name:

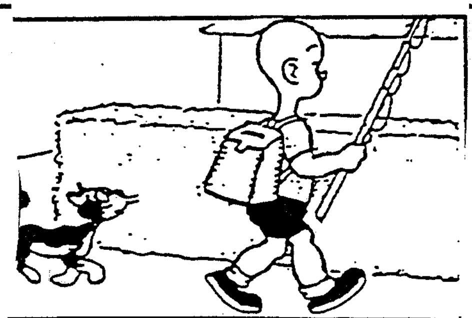
a

D ADAM A

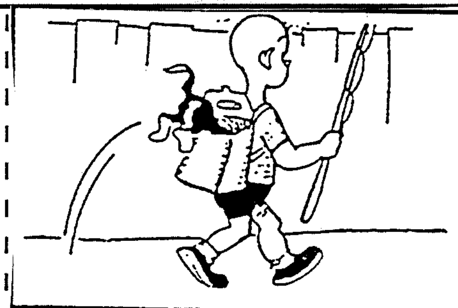
beginning	middle		end



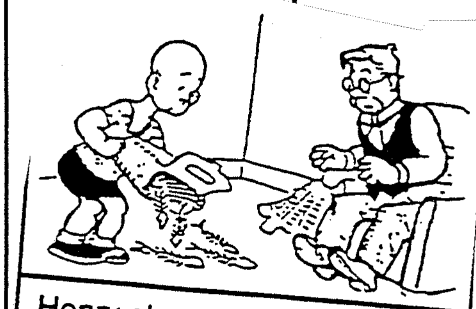
Henry put the fish into his



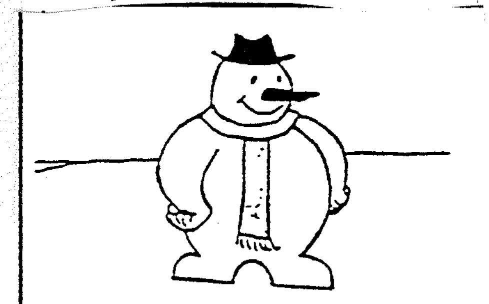
He started to walk home.



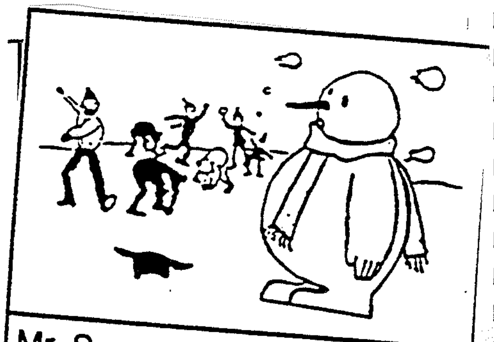
Henry did not feel the cat in his backpack.



Henry showed his father the fishbones.

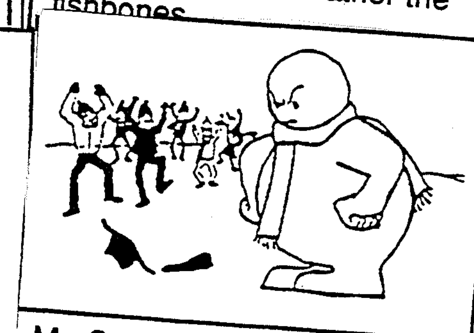


Mr. Snowman liked the way he looked.



Mr. Snowman felt the snowballs knock off his hat.

He saw his carrot nose fly through the air.



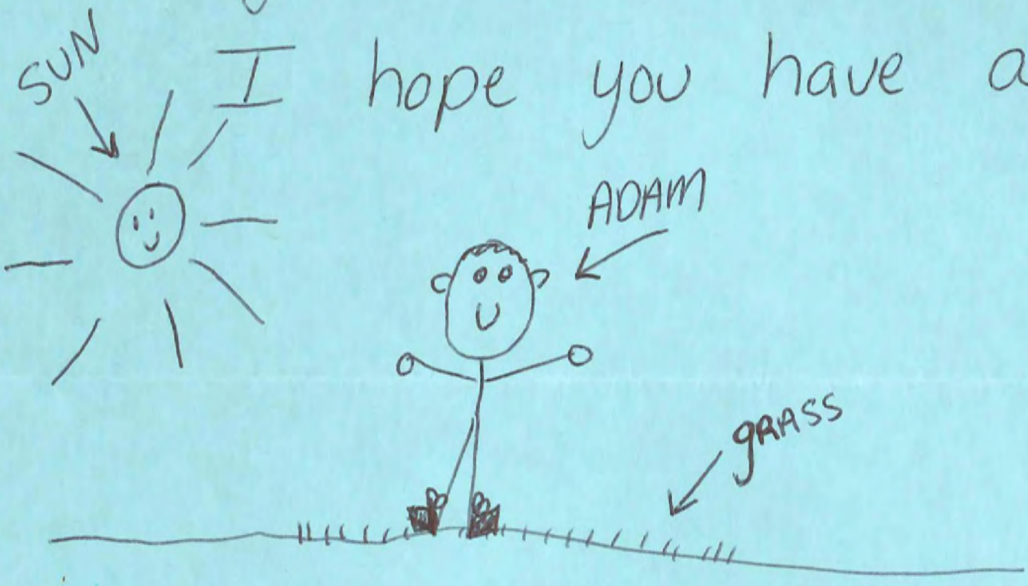
Mr. Snowman was angry at the boys and girls.

LANSA

A M

Hi Adam!

I like your classroom.
It looks fun.
You drew a nice picture.
I hope you have a great day.



ADAM

E

Name Adam Date

dear boat

meat eat

soap oak

coat cirrus

beach cumulus

coast suatus

each

Name Adam Date

Excellent handwriting!

My family goes to the beach in the summer. We eat hotdogs and watch the boats sail by. The water is salty so we wash with soap.

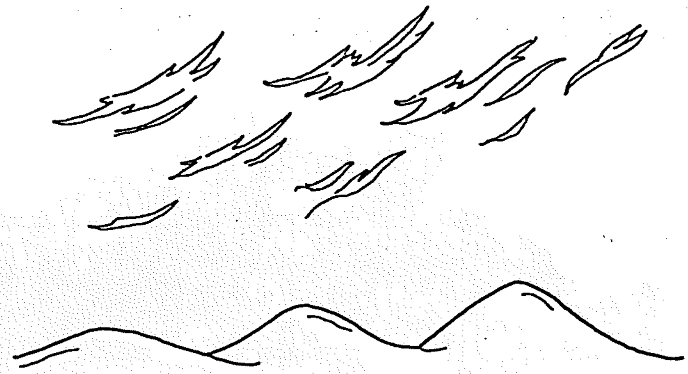
Name Adam Lanza

Adam, this is very neat. ☺

Directions: For each date, color in the box that best matches what you see in the sky. The first row is an example of how to complete the graph. At the bottom of the graph it says "Totals"; put the total of colored boxes for each column. Don't include the "example" boxes in your totals.

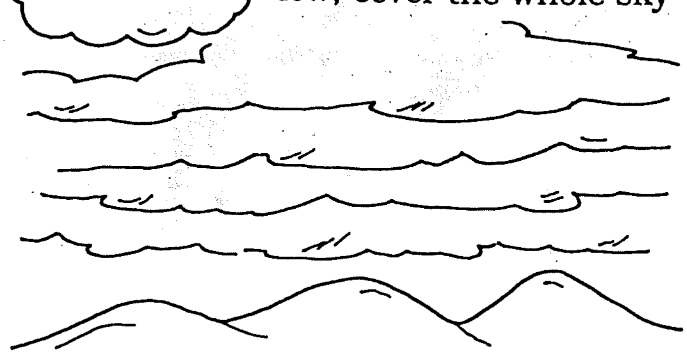
	How Many Clouds				Type of Clouds			Movement (wind)		Weather		
Date	None	A Few	A Lot	All Cloudy	Cirrus	Cumulus	Stratus	Slow	Fast	Clear	Rain	Snow
Example												
12-24-98												
12-25-98												
12-26-98												
12-27-98												
12-28-98												
12-29-98												
12-30-98												
12-31-98												
1-1-99												
1-2-99												
1-3-99												
Totals	1	6	1	3	3	5	3	7	4	7	3	2

Cirrus feathery, high, thin



Cumulus fluffy, thick

Stratus low, cover the whole sky



Ziggy

Adam,
You did a good job matching your illustrations to the words. I especially like page two where you show the character looking in the basket.
Mrs. Lavelle

Written by Mrs. Lavelle

Illustrated by Adam

Last night, I couldn't find Ziggy anywhere.

I looked in the basket,
but Ziggy wasn't there.

I looked in the toy box,
but Ziggy wasn't there.

"Ziggy, Ziggy,
where are you?"

Then I saw a lump in my bed.
"There you are Ziggy," I said.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Killed	Injured	Name	Weapons	Location	City	Province	Nation	Day of the Week	Month	Day	Year	Ending	Status	Age	Gender	Firearms
2	57	35	Woo Bum-kon	x2 M2 Carbine; grenades	Town	Uiryeong County	Gyeongsangnam	South Korea	Monday-Tuesday	April	26-27	1982	Suicide	Dead	27	Male	Police
3	57 (21/36)	?	William Unek	axe/rifle; axe	Town	Mahagi/Malampaka	?/?	Belgian Congo/Tanganyika	?/Monday	?/February	?/11	1954/1957	Accident	Dead	?	Male	Police
4	35	21	Martin Bryant	semi-automatic L1A1 SLR; Colt AR-15; Daewoo USAS-12	Restaurant/Town	Port Arthur	Tasmania	Australia	Sunday-Monday	April	18-19	1996	Accident	Incarcerated	28	Male	Illegally bought legal firearm/s
5	34	?	Ahmed Bragimov	rifle	Town	Mekenskaya	Chechnya	Russia	Friday	October	8	1999	Killed by civilians	Dead	?	Male	?
6	32	17	Cho Seung-Hui	Glock 19; Walther P22	School (University)	Blacksburg	Virginia	United States	Monday	April	16	2007	Suicide	Dead	23	Male	Illegally bought legal firearm/s
7	30	15	Campo Delgado	.32 revolver; hunting knife	Apartment/Restaurant	Bogota	Cundinamarca	Colombia	Thursday	December	4	1986	Suicide or killed by police	Dead	52	Male	?
8	30	3	Mutsuo Toi	Browning shotgun; sword; axe	Town	Kaio	Okayama	Japan	Saturday	May	21	1938	Suicide	Dead	21	Male	Illegally possessed legal firearm/s
9	29	Scores	Baruch Goldstein	IMI Galil	Religious (Mosque)	Hebron	Hebron	West Bank	Friday	February	25	1994	Killed by civilians	Dead	37	Male	Military
10	23	20	George Hennard	Glock 17; Ruger P89	Restaurant	Killeen	Texas	United States	Wednesday	October	16	1991	Suicide	Dead	35	Male	Legal
11	23	Scores	Tian Mingjian	Type 81	Military (Base)	Beijing	Beijing	China	Tuesday	September	20	1994	Killed by police	Dead	31	Male	Military
12	22	31	Abbas Abbas	AK-47	Religious (Mosque)	Jarafa	Khartoum	Sudan	Friday	December	8	2000	Killed by police	Dead	33	Male	?
13	21	19	James Huberty	9mm IMI Uzi Model A Carbine; Winchester 1200; 9mm Browning Hi-Power	Restaurant	San Diego	California	United States	Wednesday	July	18	1984	Killed by police	Dead	41	Male	Legal
14	17	15	Thomas Hamilton	x2 .357 Magnum S&W revolver; x2 9mm Browning Hi-Power	School (Primary)	Dunblane	Stirling	Scotland	Wednesday	March	13	1996	Suicide	Dead	43	Male	Legal
15	16	31	Charles Whitman	scoped 6mm Rem. 700 VS; .35 Rem. Model 141; Universal M1 Carbine; sawn-off 12 gauge auto Sears shotgun; S&W Model 19; Luger P-08; .25 Galesi-Brescia	School (University)	Austin	Texas	United States	Thursday	August	1	1966	Killed by police	Dead	25	Male	Legal
16	16	15	Michael Ryan	Norinco Type 56S; M1 Carbine; 9mm Beretta 92	Town	Hungerford	Berkshire	England	Wednesday	August	19	1987	Suicide	Dead	27	Male	Legal
17	16	7	Robert Steinhauser	12 gauge pump-action shotgun; Glock 17	School (Secondary)	Erfurt	Thuringia	Germany	Friday	April	26	2002	Suicide	Dead	19	Male	Illegally possessed legal firearm/s
18	16	1	Domingo Salazar	spear; bolo knife	Home/Town	Roxas	Palawan	Philippines	Thursday	October	11	1956	Surrendered	Dead	42	Male	None
19	15	9	Tim Kretschmer	9mm Beretta 92FS Inox	School (Secondary)/Shop	Winnenden	Baden-Wurttemberg	Germany	Wednesday	March	11	2009	Suicide	Dead	17	Male	Stolen from civilian
20	15	4	Florentino Basobas	knife	Town	?	Palawan	Philippines	Monday	May	9	1977	Killed by military	Dead	?	Male	None
21	15	4	Eric Borel	.22LR rifle; hammer	Home/Town	Sollies-Pont/Cuers	Alpes-Cote dAzur	France	Saturday-Sunday	September	23-24	1995	Suicide	Dead	16	Male	Stolen from civilian
22	15	?	Harphul Singh	double-barreled shotgun	Town	Tohana	Haryana	India	Monday	July	23	1930	Surrendered	Dead	?	Male	?
23	14	18	Friedrich Leibacher	Sig 90 PE; Remington 870 Express; S&W Model 19-7; Sig P232 SL; improvised explosive	Government (Parliament)	Zug	Zug	Switzerland	Thursday	September	27	2001	Suicide	Dead	57	Male	Legal
24	14	14	Marc Lepine	Ruger Mini-14	School (University)	Montreal	Quebec	Canada	Wednesday	December	6	1989	Suicide	Dead	25	Male	Legal
25	14	11	Ernst Wagner	x2 Mauser C96; small revolver; blackjack; dagger	Home/Town	Stuttgart/Muhlacker	Baden-Wurttemberg	Germany	Thursday	September	4	1913	Incapacitated by civilians	Dead	38	Male	Legal
26	14	11	Siavosh Rahmani-Aqdam	assault rifle	Town	Tehran	Tehran	Iran	Saturday	November	16	1998	Killed by police	Dead	?	Male	Military
27	14	8	Christian Dornier	double-barreled shotgun	Home/Town	Luxiol	Franche-Comte	France	Wednesday	July	12	1989	Surrendered	Incarcerated	31	Male	Legal
28	14	6	Patrick Sherrill	x2 .45 ACP Colt 1911; .22LR pistol	Post Office	Edmond	Oklahoma	United States	Wednesday	August	20	1986	Suicide	Dead	44	Male	Military/Legal
29	14	4	Jiverly Voong	.45 ACP laser sight Beretta 92 Vertec; 9mm Beretta Px4 Storm	Immigration Center	Binghamton	New York	United States	Friday	April	3	2009	Suicide	Dead	41	Male	Legal
30	14	3	Hu Wenhai + Liu Haiwan	hunting rifle; axe	Town	Jinzhong	Shanxi	China	Friday	October	26	2001	Surrendered/Surrendered	Dead/Dead	46/40	Male/Male	?
31	13	30	Nidal Hasan	.357 S&W Magnum revolver; FN Five-seveN	Military (Base)	Fort Hood	Texas	United States	Thursday	November	5	2009	Incapacitated by police	Incarcerated	39	Male	Legal
32	13	24	Eric Harris + Dylan Klebold	Hi-Point 995; sawn-off Savage 67H; sawn-off Stevens 311D; Intratec Tec-9 Mini; pipebombs	School (Secondary)	Unincorporated	Colorado	United States	Tuesday	April	20	1999	Suicide/Suicide	Dead/Dead	18/17	Male/Male	Illegally bought legal firearm/s
33	13	10	Romesh Sharma	rifle	Religious (Temple)	Mandsaur	Madhya Pradesh	India	Saturday	July	23	1983	Killed by police	Dead	?	Male	Legal
34	13	3	Howard Unruh	Luger P08	Town	Camden	New Jersey	United States	Tuesday	September	6	1949	Surrendered	Dead	28	Male	Legal
35	13	3	David Gray	scoped Norinco Type 84S; scoped .22LR semi-automatic Ruger rifle; .22LR suppressed Winchester rifle	Town	Aramoana	Otago	New Zealand	Tuesday-Wednesday	November	13-14	1990	Suicide by police	Dead	33	Male	Legal
36	13	0	Guo Zhongmin	knife	Town	Huludao	Liaoning	China	Tuesday	February	18	2003	Suicide	Dead	36	Male	None
37	12	13	Mark Barton	.45 ACP Colt 1911; Glock 17; Raven MP-25; .22LR H&R revolver; hammer	Home/Office	Stockbridge/Atlanta	Georgia	United States	Tuesday-Thursday	July	27-29	1999	Suicide	Dead	44	Male	Legal
38	12	11	Derrick Bird	scoped .22LR rifle; shotgun	Town	Cumbria	North West	England	Wednesday	June	2	2010	Suicide	Dead	52	Male	Legal
39	12	10	Farda Gadirov	Makarov PM	School (University)	Baku	Baku	Azerbaijan	Thursday	April	30	2009	Suicide	Dead	28	Male	?
40	12	6	Duong Van Mon	x2 machetes	Town	?	Dak Lak	Vietnam	Saturday	August	8	1998	Suicide attempt	Dead	35	Male	None
41	12	5	Shi Yuejun	knife	Town	Liuhe/Various	Jilin	China	Sunday-Friday	September	24-29	2006	Surrendered	Dead	37	Male	None
42	11	19	Basudev Thapa	L1A1 SLR	Religious (Temple)	Chihandanda	Bagmati	Nepal	Wednesday	December	14	2005	Suicide or killed by police	Dead	26	Male	?
43	11	10	Mat Taram bin Saal	pocket knife	Transportation(Train)/Outside(Farm)	Kuala Lumpur	Federal	Malayan Union	Friday	October	10	1947	Surrendered	Dead	?	Male	None
44	11	6	Bulelani Vukwana	x2 9mm pistols	Home/Town	Mdantsane	Eastern Cape	South Africa	Tuesday	February	9	2002	Suicide	Dead	29	Male	?
45	11	5	Loy Yeung	rifle; hatchet	Outside (Farm)	Fairfield	California	United States	Wednesday	August	22	1928	Surrendered	Dead	30	Male	?
46	11	5	James Pough	Universal M1 Carbine; .38 Special revolver	Town/Shop	Jacksonville	Florida	United States	Sunday-Monday	June	17-18	1990	Suicide	Dead	42	Male	Legal
47	11	4	Salvador Rublico	bolo knife	Homes	Banga	Aklan	Philippines	Thursday	November	13	1952	Killed by police	Dead	?	Male	None
48	11	2	Oscar Flores	assault rifle; knife	Home/Town	San Jeronimo de Jaurez	Guerrero	Mexico	Sunday	July	31	2005	Killed by police	Dead	24	Male	?
49	11	0	Kumataro Kido + Yagoro Tani	firearms; swords	Homes	Osaka	Osaka	Japan	Wednesday	May	25	1983	Suicide/Suicide	Dead/Dead	36/?	Male/Male	?
50	10	17	Danilo Guades	bolo knife; club	Home/Town	Calbayog City	Samar	Philippines	Saturday	June	2	2007	Surrendered	Incarcerated	39	Male	None
51	10	22	Walter Seifert	improvised flamethrower; improvised lance; improvised mace	School (Primary)	Cologne	North-Rhine Westphalia	Germany	Thursday	June	11	1964	Suicide	Dead	42	Male	None
52	10	10	Zhang Yimin	bus; dagger	Town	Tianjin	Tianjin	China	Monday	February	1	2010	Surrendered	Incarcerated	40	Male	None
53	10	6	Michael McLendon	SKS; Bushmaster AR-15; .38 Special pistol	Home/Town	Geneva/Samson	Alabama	United States	Tuesday	March	10	2009	Suicide	Dead	28	Male	?
54	10	5	Dipendra Shah	M16; MP5K	Government (Royal Palace)	Kathmandu	Bagmati	Nepal	Friday	June	1	2001	Suicide	Dead	29	Male	?
55	10	3	Artur Vaganov	AK-47	Military (Base)	Sida	Abkhazia	Georgia	Monday	June	2	1997	Suicide	Dead	?	Male	Military
56	10	2	Lozaro Obwara	knife	Hospital	Kampala	Kampala	Uganda	Friday	July	28	1950	Surrendered	Dead	55	Male	None
57	10	1	Matti Saari	Walther P22 Target; Molotov cocktails	School (University)	Kauhajoki	Western Finland	Finland	Tuesday	September	23	2008	Suicide	Dead	22	Male	Legal
58	10	0	Christopher Thomas	x2 firearms	Apartment	New York	New York	United States	Sunday	April	15	1984	Surrendered	Incarcerated	34	Male	?
59	10	0	Qiu Xinghua	axe	Religious (Temple)	Ankang	Shaanxi	China	Friday	July	14	2006	Surrendered	Dead	47	Male	None
60	10	?	Saber + Mahmoud Farahat Abu el-Ulla	firearms	Transportation (Bus Stop)	Cairo	Cairo	Egypt	Thursday	September	18	1997	Surrendered/Surrendered	Dead/Dead	?/?	Male/Male	?
61	9	25	Gilbert Twigg	firearm	Concert	Winfield	Kansas	United States	Thursday	August	13	1903	Suicide	Dead	30	Male	?
62	9	20	Clarence Bertucci	M1919 Browning	Military (POW Camp)	Salina	Utah	United States	Sunday	July	8	1945	Surrendered	Dead (Freed)	23	Male	Military
63	9	13	Mark Essex	.44 Magnum Ruger carbine	Town	New Orleans	Florida	United States	Monday/Sunday	January	1/7	1973	Killed by police	Dead	23	Male	?
64	9	12	Ernesto Abuloc	M16	Military (Airplane)	Zamboanga City	Zamboanga Peninsula	Philippines	Thursday	March	31	1977	Subdued by military	Dead	40	Male	Military
65	9	11	Wu Huanming	cleaver	School (Primary)	Hanzhong	Shaanxi	China	Wednesday	May	12	2010	Suicide	Dead	48	Male	None
66	9	10	Carmelo Dugay	M16	Funeral	Bacarra	Ilocos	Philippines	Saturday	May	26	1990	Surrendered	Incarcerated	36	Male	Military
67	9	6-7	Vinko Palic	firearm	Home	Zrinkski Topolovac	Bjelovar-Bilgora	Croatia	Friday	January	1	1993	Suicide	Dead	27	Male	?
68	9	5	Jeff Weise	12 gauge Remington shotgun; Glock 23; .22LR Ruger pistol	School (Secondary)	Red Lake	Minnesota	United States	Monday	March	21	2005	Suicide	Dead	16	Male	Stolen from police
69	9	3	Stephanus Swart	Mauser rifle; Webley service revolver; Browning pistol	Town	Charlestown	KwaZulu-Natal	South Africa	Friday	May	6	1927	Suicide	Dead	37	Male	?
70	9	3	Marciano Cantaoe	assault rifle	Town	Manila	Manila	Philippines	Saturday	May	21	1988	Surrendered	Incarcerated	?	Male	Military
71	9	3	Yan Yanming	knife	School (Secondary)	Ruzhou	Henan	China	Friday	November	26	2004	Surrendered	Dead	21	Male	None
72	9	2	Nikola Radosavljevic	hunting rifle	Town	Jabukovak	Bor	Serbia	Friday	July	27	2007	Surrendered	Incarcerated	38	Male	?
73	9	1	Mohsin Al-Hilali	automatic firearm	Religious (Mosque)	Yahar	Lahij	Yemen	Tuesday	August	26	2003	Surrendered	Dead	38	Male	?
74	9	0	Victor Hoffman	.22LR pump-action Browning rifle	Home	Shell Lake	Saskatchewan	Canada	Tuesday	August	15	1967	Surrendered	Dead	21	Male	?
75	8	21	Khalil Olbeh	bus	Transportation (Bus Stop)	Azor	Tel Aviv	Israel	Wednesday	February	14	2001	Accident	Incarcerated	35	Male	None
76	8	19	Richard Durn	.357 Magnum S&W revolver; x2 9mm Glock pistols	Government (Town Hall)	Nanterre	Ile-de-France	France	Wednesday	March	27	2002	Subdued by civilians	Dead	33	Male	?
77	8	16	Barend Strydom	9mm Beretta 92	Town	Pretoria	Gauteng	South Africa	Tuesday-Tuesday	November	8-15	1988	Surrendered	Free	22-23	Male	?
78	8	15	Mamoru Takuma	knife	School (Primary)	Ikeda	Osaka	Japan	Friday	June	8	2001	Surrendered	Dead	37	Male	None
79	8	12	Olga Hepnarova	truck	Transportation (Tram Stop)	Prague	Prague	Czechoslovakia	Tuesday	July	10	1973	Surrendered	Dead	22	Female	None
80	8	12	Joseph Wesbecker	Norinco Type 56S; x2 9mm MAC-11; 9mm Sig pistol; .38 S&W revolver	Factory	Louisville	Kentucky	United States	Thursday	September	14	1989	Suicide	Dead	47	Male	?
81	8	12	Pekka Auvinen	Sig Mosquito	School (Secondary)	Jokela	Uusimaa	Finland	Wednesday	November	7	2007	Suicide	Dead	18	Male	Legal
82	8	11	Alaa Dhein	AK-47	Religious (School)	Jerusalem	Jerusalem	Israel	Thursday	March	6	2008	Killed by police	Dead	26	Male	?
83	8	7	Antonio + Jose Toling	knife; scissors	Transportation (Train)	Santa Rosa City	Laguna	Philippines	Friday	January	8	1965	Suicide attempt/Subdued by police	Dead/Dead	47/47	Male/Male	None
84	8	6	Gian Ferri	.45 ACP 1911; x2 Intratec Tec-9	Office	San Francisco	California	United States	Thursday	July	1	1993	Suicide	Dead	55	Male	?
85	8	5	Frank Vitkovic	sawn-off M1 Carbine	Office	Melbourne	Victoria	Australia	Tuesday	December	8	1987	Accident	Dead	22	Male	?
86	8	5	Ahmed Mansour	assault rifle; x2 pistols	Office	Beirut	Beirut	Lebanon	Wednesday	July	31	2002	Surrendered	Dead	48	Male	?
87	8	5	Zheng Minsheng	knife	School (Primary)	Nanping	Fujian	China	Tuesday	March	23	2010	Subdued by civilian	Dead	42	Male	None
88	8	4	Sibusiso Madubela	Vektor R4	Military (Base)	Bloemfontein	Free State	South Africa	Wednesday	September	16	1998	Killed by military	Dead	28	Male	Legal
89	8	4	Robert Hawkins	semi-automatic AK-47	Mall	Omaha	Washington	United States	Wednesday	December	5	2007	Suicide	Dead	19	Male	Stolen from civilian
90	8	3	Melvin Collins	.22LR rifle	Apartment	Chester	Pennsylvania	United States	Monday	November	6	1948	Suicide	Dead	38	Male	?
91	8	3	Kiichiro Nakamura	axe	Home	Toyotsu	Fukuoka	Japan	Tuesday	September	7	1954	Surrendered	Dead	36	Male	None
92	8	3	Carl Brown	either a 12 gauge Mossberg 500 or an Ithaca Model 37 with a pistol grip	Shop	Miami	Florida	United States	Friday	August	20	1982	Killed by civilian	Dead	51	Male	?
93	8	3	Edgardo Fernandez	assault rifle	Hospital	Olongapo	Zambales	Philippines	Saturday	October	21	1995	Surrendered	Incarcerated	16	Male	Stolen from civilian
94	8	3	Robert Stewart	.22LR rifle; shotgun; pistol	Hospital (Retirement Home)	Carthage	North Carolina	United States	Sunday	March	29	2009	Incapacitated by police	Incarcerated	45	Male	?
95	8	2	Gaetano Longo	rifle; x2 revolvers	Town	Caserta	Campania	Italy	Friday	September	14	1900	Suicide	Dead	?	Male	?
96	8	2	Chippa Mateane	pistol	Home/Gov. (Police Station)/Home	Tarlton/Kagiso/Sebokeng	Gauteng	South Africa	Monday	April	3	2006	Killed by police	Dead	42	Male	Police
97	8	1	Sholl Mannings	axe	Town	Branchville	Texas	United States	Friday	July	3	1914	Surrendered	Dead	?	Male	None
98	8	1	Abdullah Barkar	firearm	Government (Polling System)	Mukayras	Abyan	Yemen	Sunday	April	27	1997	Surrendered	Incarcerated	?	Male	Military
99	8	1	Leonard Zavistanovich	x2 hunting rifles	Homes	Drauchiu	Vilnius	Lithuania	Monday	February	16	1998	Killed by civilians	Dead	58	Male	?
100	8	1	Weenus Chumkamnerd	firearm	Home	Hat Yai	Songkhla	Thailand	Saturday	March	8	2008	Surrendered	Incarcerated	52	Male	?
101	8	0	Anton Probst	axe	Home	Philadelphia	Pennsylvania	United States	Saturday	April	7	1866	Surrendered	Dead	?	Male	None
102	8	0	Henry Layer	double-barreled shotgun; hatchet	Home	Turtle Lake	North Dakota	United States	Thursday	April	22	1920	Surrendered	Dead	?	Male	?
103	8	0	Fritz Angerstein	firearm	Home	Haiger	Hesse	Germany	Saturday-Sunday	December	1-2	1924	Surrendered	Dead	32	Male	?
104	8	0	Richard Speck	22LR revolver; switchblade knife	Apartment	Chicago	Illinois	United States	Thursday	July	14	1966	Surrendered	Dead	24	Male	Stolen from civilian
105	8	0	Alexander Kuzminykh	AK-47; chisel	Military (Submarine)	Severomorsk	Murmansk	Russia	Thursday	September	10	1998	Suicide	Dead	19	Male	Military
106	8	0	Jian Xueliang	knife	Home	Shangluo	Shaanxi	China	Friday	August	13	2004	Surrendered	Dead	35	Male	?
107	8	0	Sylvester Beukes	firearm	Home	Rehoboth Rural	Hardap	Namibia	Saturday	March	5	2005	Surrendered	Incarcerated	25	Male	?
108	8	0	Zhou Yezhong	knife	Homes/Town	Chenyuang	Jianxi	China	Sunday	May	9	2010	Surrendered	Incarcerated	36	Male	None

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
109	7	19	Julian Knight	Norinco M305; Ruger 10/22; 12 gauge pump-action Mossberg shotgun	Town	Melbourne	Victoria	Australia	Sunday	August	9	1987	Surrendered	Incarcerated	19	Male	?
110	7	10	Soerra Broto	multiple knives	Town	Cape Town	Cape Colony	South Africa	Monday-Tuesday	September	25-26	1786	Subdued by military	Dead	?	Male	None
111	7	10	James Deckard	firearm	Home	Okmulgee	Oklahoma	United States	Monday	November	16	1908	Suicide	Dead	?	Male	?
112	7	10	Tomohiro Kato	truck; dagger	Town	Tokyo	Kanto	Japan	Sunday	June	8	2008	Surrendered	Incarcerated	25	Male	None
113	7	10	Karst Tates	automobile	Outside (Parade)	Apeldoorn	Gelderland	Netherlands	Thursday	April	30	2009	Suicide	Dead	38	Male	None
114	7	7	Ami Popper	M16	Transportation (Bus Stop)	Rishon LeZion	Center	Israel	Sunday	May	20	1990	Surrendered	Incarcerated	21	Male	Military
115	7	7	Larry Ashbrook	Ruger P85; .380 ACP AMT Backup	Religious (Church)	Waco	Texas	United States	Wednesday	September	15	1999	Suicide	Dead	47	Male	Legal
116	7	6	Wade Frankum	SKS; knife	Mall	Strathfield	Sydney	Australia	Saturday	August	17	1991	Suicide	Dead	33	Male	?
117	7	6	Nicholas Mucunguzi	AK-47	Restaurant (Bar)	Kampala	Kampala	Uganda	Saturday	May	2	2009	Suicide	Dead	?	Male	Military
118	7	5	Antonio Guerrero	rifle	Town	Malaga	Andalusia	Spain	Saturday	September	13	1902	Killed by police	Dead	?	Male	Police
119	7	5	Julian Mezowie	bayonet	Town	Smity	Volyn	Poland	Wednesday	October	24	1928	Subdued by police	Dead	49	Male	None
120	7	5	Guy Martel	.22LR rifle	Town	Various	Brittany	France	Wednesday	June	19	1985	Surrendered	Incarcerated	41	Male	?
121	7	5	Wang Xiangjun	knife	School (Primary)	Meitian	Hunan	China	Monday	April	1	1996	Surrendered	Incarcerated	?	Male	None
122	7	4	Richard Farley	scoped .22-250 rifle; 12 gauge semi-automatic Benelli shotgun; pump-action shotgun; .357 Magnum S&W; 9mm S&W; .380 ACP Browning; .22WMR Sentinel	Office	Sunnyvale	California	United States	Tuesday	February	16	1988	Surrendered	Incarcerated	39	Male	Legal
123	7	4	Franck Zoritch	assault rifle; pistol	Factory	Besancon	Franche-Comte	France	Wednesday	July	1	1992	Suicide	Dead	25	Male	?
124	7	4	Jozef Meneder	Zastava M70	Military (Base)	Vranje	Pcinja	Serbia	Thursday	June	3	1993	Suicide	Dead	19	Male	Military
125	7	4	Terry Ratzmann	9mm Beretta 92	Religious (Hotel Conference Room)	Brookfield	Wisconsin	United States	Saturday	March	12	2005	Suicide	Dead	44	Male	?
126	7	3	Tsui Yin	pistol	School (Secondary)	Taipei	Taipei	Taiwan	Friday	January	26	1962	Surrendered	Dead	41	Male	?
127	7	3	Ahmed Daqamseh	firearm	Outside (Park)	Peace Island	Peace Island	Israel-Jordan	Tuesday	March	13	1997	Surrendered	Incarcerated	28	Male	Military
128	7	2	Edward Allaway	.22LR rifle	School (University)	Fullerton	California	United States	Saturday	June	12	1976	Surrendered	Incarcerated	37	Male	?
129	7	2	Mattias Flink	Ak 5	Town	Falun	Dalarma	Sweden	Saturday	June	11	1994	Incapacitated by police	Incarcerated	24	Male	Military
130	7	1	Martin Nelson	rifle	Shop	Bonito City	New Mexico	United States	Tuesday	May	5	1885	Killed by civilian	Dead	24	Male	?
131	7	1	Julian Carlton	hatchet	Home	Spring Green	Wisconsin	United States	Saturday	August	15	1914	Suicide attempt	Dead	30	Male	None
132	7	1	Frederick McCallum	axe	Home	Buffalo Narrows	Saskatchewan	Canada	Thursday	January	30	1969	Surrendered	Incarcerated	19	Male	None
133	7	1	Cyril Rovansek	x3 firearms	Home	Cleveland	Ohio	United States	Sunday	November	4	1973	Suicide	Dead	31	Male	?
134	7	1	Abel Klemmenson	semi-automatic rifle	Discotheque	Narsaq	Narsaq	Greenland	Monday	January	1	1990	Surrendered	Incarcerated	18	Male	?
135	7	1	Ricky Abeyta	rifle; revolver; pistol	Home	Chimayo	New Mexico	United States	Saturday	January	26	1991	Surrendered	Incarcerated	29	Male	?
136	7	1	Yuri Chubarov	hunting rifle	Outside (Field)	Iecava	Zemgale	Latvia	Saturday	September	20	1997	Suicide	Dead	47	Male	?
137	7	1	Oleg Naumov	AK-47; pick-axe	Military (Base)	?	Sakhalin	Russia	Wednesday	January	28	1998	Surrendered	Incarcerated	?	Male	Military
138	7	1	Antun Matajic-Tunja	semi-automatic AK-47; pistol	Restaurant (Cafe)	Slavonski Brod	Brod-Posavina	Croatia	Tuesday	April	14	1998	Suicide	Dead	51	Male	?
139	7	0	Marcel Redureau	billhook	Home	Basbriage	Pays de la Loire	France	Wednesday	October	1	1913	Surrendered	Dead	15	Male	?
140	7	0	Simone Pianetti	rifle	Town	Camerata Cornello	Lombardy	Italy	Monday	July	13	1914	Escaped	Dead	56	Male	?
141	7	0	Stanley Graham	Mauser rifle; rifle	Town	Kowhitirangi	South Island	New Zealand	Wednesday-Thursday	October	8-9	1941	Incapacitated by police	Dead	40	Male	?
142	7	0	Gilbert Freeman	firearm	Home	Phoenix	Arizona	United States	Friday	September	3	1971	Surrendered	Incarcerated	41	Male	Legal
143	7	0	Manuel Coronado	?	Home	?	?	Guatemala	Wednesday	May	17	1995	Surrendered	Dead	34	Male	?
144	7	0	Zurab Chkheidze + Petre Kamkamidzean	x2 AK-47	Military (Oil Well)/Town	?	Gardabani	Georgia	Tuesday	June	24	1997	Surrendered	Incarcerated/Incarcerated	?/?	Male/Male	Military
145	7	0	Byran Uyesugi	Glock 17	Office	Honolulu	Hawaii	United States	Tuesday	November	2	1999	Surrendered	Incarcerated	40	Male	Legal
146	7	0	Mehmet Kaya	firearm	Home	Bielefeld	North-Rhine Westphalia	Germany	Tuesday	November	9	1999	Suicide	Dead	34	Male	?
147	7	0	Michael McDermott	semi-automatic AK-47; 12 gauge shotgun; .32 ACP pistol	Office	Wakefield	Massachusetts	United States	Tuesday	December	26	2000	Surrendered	Incarcerated	42	Male	?
148	7	0	Adam Moss	firearm	Home	Sioux City	Iowa	United States	Thursday	August	30	2001	Surrendered	Incarcerated	23	Male	None
149	7	0	Jennifer Marco	S&W Model 915	Post Office	Goleta	California	United States	Monday	January	30	2006	Suicide	Dead	44	Female	?
150	6	40	Li Chihang	x2 knives; x2 chisels	School (Primary)	Sham Shui Po	Sham Shui Po	Hong Kong	Thursday	June	3	1982	Incapacitated by police	Incarcerated	27	Male	None
151	6	25	Abdul Hassouneh	semi-automatic rifle	Restaurant (Reception Hall)	Hadera	Haifa	Israel	Monday	January	17	2002	Killed by civilians	Dead	24	Male	?
152	6	23	Priscilla Ford	automobile	Town	Reno	Nevada	United States	Thursday	November	27	1980	Surrendered	Dead	51	Female	None
153	6	19	Colin Ferguson	Ruger P89	Transportation (Train)	Hempstead	New York	United States	Tuesday	December	7	1993	Subdued by civilians	Incarcerated	35	Male	?
154	6	15	Honorio Blanac	bolo knife	Military (Ship)	?	Quezon	Philippines	Thursday	June	11	1970	?	?	20	Male	None
155	6	12	Mohammad Nazari	AK-47	School (Primary)	Sanaa	Sana	Yemen	Sunday	March	30	1997	Incapacitated by police	Dead	48	Male	Illegally obtained
156	6	10	William Bonner	20 gauge shotgun; pistol	Town	Los Angeles	California	United States	Sunday	April	22	1973	Incapacitated by police	Incarcerated	26	Male	?
157	6	10	Branimir Donchev	pistol	School (University)	Sofia	Sofia	Bulgaria	Tuesday	December	24	1974	Subdued by police	Incarcerated	17	Male	?
158	6	10	William Cruse	rifle; shotgun; pistol	Town	Palm Bay	Florida	United States	Thursday	April	23	1987	Surrendered	Incarcerated	59	Male	?
159	6	8	Erwin Mikolajczyk	.45 ACP pistol; pipebomb	Government (Court)	Euskirchen	North-Rhine Westphalia	Germany	Wednesday	March	9	1994	Suicide	Dead	39	Male	Legal
160	6	8	Douglas Williams	Ruger Mini-14; scoped .22LR rifle; 12 gauge Winchester shotgun; Ruger P90; .22WMR derringer	Factory	Meridian	Mississippi	United States	Tuesday	July	8	2003	Suicide	Dead	48	Male	?
161	6	8	Yusufu Ismail	knife	Mall	Piqan	Xinjiang	China	Saturday	February	20	2005	Suicide	Dead	40	Male	None
162	6	6	Leo Held	.45 ACP pistol; .38 Special revolver	Town	Lock Haven	Pennsylvania	United States	Tuesday	October	24	1967	Incapacitated by police	Dead	39	Male	Legal
163	6	5	John Parish	M1 Carbine; .38 Special revolver; .25 ACP pistol	Office/Town	Grand Prairie	Texas	United States	Monday	August	9	1982	Killed by police	Dead	46	Male	?
164	6	5	Erminio Criscione	AK-47	Homes	Lugano	Ticino	Switzerland	Tuesday	March	5	1992	Surrendered	Dead	37	Male	?
165	6	4	Stephen Anderson	shotgun	Outside (Ski Lodge)	Raurimu	Manawatu-Wanganui	New Zealand	Saturday	February	10	1997	Surrendered	Free	22	Male	Stolen from civilian
166	6	4	Isaac Zamora	firearm	Town	Alger	Washington	United States	Tuesday	September	2	2008	Surrendered	Incarcerated	28	Male	?
167	6	2	Sergei Lepnev	AK-47	Military (School)	Kamyshin	Volgograd	Russia	Saturday	March	8	1997	Surrendered	Incarcerated	18	Male	Military
168	6	2	Chai Vang	Saiga 7.62x39mm	Outside (Forest)	Meteor	Wisconsin	United States	Sunday	November	21	2004	Surrendered	Incarcerated	41	Male	Legal
169	6	2	Kyle Huff	Bushmaster XM15 E2S; 12 gauge pistol grip Winchester Defender; Ruger P91 or Ruger P944; pistol	Home	Seattle	Washington	United States	Saturday	March	25	2006	Suicide	Dead	28	Male	?
170	6	1	Arthur Davis	carbine	Home	New Haven	Connecticut	United States	Friday	August	26	1966	Surrendered	Dead	26	Male	?
171	6	1	Abdelkrim Belachheb	9mm S&W pistol	Discotheque	Dallas	Texas	United States	Friday	June	29	1984	Surrendered	Incarcerated	39	Male	?
172	6	1	Malcolm Baker	pump-action shotgun	Town	Terrigal/Bateau Bay	New South Wales	Australia	Tuesday	October	27	1992	Surrendered	Incarcerated	45	Male	Illegally hidden legal firearm/s
173	6	1	Feng Guohui	knife	Town	Yangjiang	Guangdong	China	Monday	April	28	1997	Surrendered	Incarcerated	25	Male	None
174	6	1	Cyrano Marks	firearm	Home	Atlanta	Georgia	United States	Monday	July	12	1999	Suicide	Dead	39	Male	?
175	6	1	Liu Hongwei	axe; knife	Home	Shenyang	Liaoning	China	Monday	July	10	2000	Surrendered	Dead	31	Male	None
176	6	1	Yu Qiang	x2 knives	Home	Nanchang	Jiangxi	China	Tuesday	May	3	2005	Surrendered	Dead	?	Male	None
177	6	1	Xu Lian	multiple knives	Home	Guilin	Guangxi	China	Tuesday	June	26	2007	Surrendered	Dead	18	Male	None
178	6	1	Tyler Petersen	AR-15	Home	Crandon	Wisconsin	United States	Sunday	October	7	2007	Suicide	Dead	20	Male	Legal
179	6	1	Charles Thornton	.44 Magnum Ruger revolver; .40 S&W pistol	Government (Town Hall)	Kirkwood	Missouri	United States	Saturday	February	2	2008	Killed by police	Dead	52	Male	?/Stolen from police
180	6	0	Albert Batson	firearm; knife; blunt object	Home	Los Angeles	California	United States	Thursday	February	13	1902	Surrendered	Dead	20	Male	?
181	6	0	Walter Davis	firearm	Home	San Francisco	California	United States	Thursday	May	7	1907	?	Dead	?	Male	?
182	6	0	Alex Miller	firearm	Home	Gilcrest	Colorado	United States	Monday	December	21	1919	Surrendered	Dead	?	Male	?
183	6	0	Rufino Posidio	firearm	Home	Manila	Manila	Philippines	Thursday	January	14	1960	Suicide	Dead	26	Male	Police
184	6	0	Erwin Simants	rifle	Home	Sutherland	Nebraska	United States	Sunday	October	19	1975	Surrendered	Dead	29	Male	?
185	6	0	George Geschwendt	firearm	Home	Travose	Pennsylvania	United States	Friday	March	12	1976	Surrendered	Dead	24	Male	?
186	6	0	Ramon Concepcion	knife; blunt object	Apartment	New York	New York	United States	Sunday-Monday	May	2–3	1993	Surrendered	Incarcerated	28	Male	None
187	6	0	Josip Capan	firearm	Home	Pozega	Pozega-Slavonia	Croatia	Thursday	July	6	1995	?	Dead	44	Male	?
188	6	0	Yevgeny Gorbunov	rifle	Military (Base)	Chita	Chita	Russia	Friday	May	30	1997	Surrendered	Incarcerated	20	Male	Military
189	6	0	Josef Gautsch	pistol	Home/Town	Mauterndorf	Salzburg	Austria	Saturday	November	22	1997	Suicide	Dead	36	Male	Legal
190	6	0	Westley Harris	firearm	Home	Rutledge	Alabama	United States	Monday	August	26	2002	Surrendered	Incarcerated	22	Male	?
191	6	0	Salvador Tapia	.380 ACP Walther PPK/S	Shop (Warehouse)	Chicago	Illinois	United States	Wednesday	August	27	2003	Killed by police	Dead	36	Male	?
192	6	0	Damian Karlik	knife	Home	Rishon LeZion	Center	Israel	Saturday	October	17	2009	Surrendered	Incarcerated	38	Male	None
193	5	30	Patrick Purdy	Norinco Type 56S; Taurus PT92; pistol	School (Primary)	Stockton	California	United States	Tuesday	January	17	1989	Suicide	Dead	24	Male	Illegally bought legal firearm/s
194	5	23	Heinz Schmidt	6 to 10 revolvers/Browning pistols	School (Primary)	Bremen	Bremen	Germany	Friday	June	20	1913	Incapacitated by civilians	Dead	30	Male	Legal
195	5	23	Mohammed Farhat	firearm; x5 grenades	Military (School)	Bnei Atzmon	North Sinai	Egypt	Thursday	March	7	2002	Killed by military	Dead	19	Male	?
196	5	19	Luo Xiaoji	truck	School (Secondary)	Zhuhai	Guangdong	China	Wednesday	November	5	2008	Killed by police	Dead	34	Male	None
197	5	18	Steven Kazmierczak	12 gauge Remington Sportsman 48; Glock 19; .380 ACP Sig P232; Hi-Point CF-380	School (University)	DeKalb	Illinois	United States	Thursday	February	14	2008	Suicide	Dead	27	Male	Legal
198	5	16	Douglas Crabbe	truck	Restaurant (Bar)	Yulara	Northern Territory	Australia	Thursday	August	18	1983	Surrendered	Incarcerated	36	Male	None
199	5	14	Karel Charva	S&W Model 59; .30 Luger Astra pistol	School (Primary)	Eppstein	Hesse	Germany	Friday	June	3	1983	Suicide	Dead	34	Male	?
200	5	12	Ahmed Ibrahim	firearm	Religious (Mosque)	Baghdad	Baghdad	Iraq	Friday	June	12	2009	Killed by police	Dead	25	Male	?
201	5	11	Gunter Ewen	firearm	Town	Dillingen/Sierck-les-Bains	Saarland/Lorraine	Germany/France	Saturday	May	15	1999	Suicide	Dead	36	Male	?
202	5	10	Mitchell Johnson + Andrew Golden	.30-06 Rem. 742; Universal M1 Carbine; .357 Ruger Security Six; .38 S&W; .38 Charter; .38 Star; .380 FIE Titan II; .38 Davis derringer; .22 Buddie DD derringer	School (Primary)	Jonesboro	Arkansas	United States	Tuesday	March	24	1998	Surrendered/Surrendered	Incarcerated (Freed)/Free	13/11	Male/Male	Stolen from civilian
203	5	8	John Nordlund	x2 firearms; knife	Transportation (Ship)	?	?	Sweden	Thursday	May	17	1900	Surrendered	Dead	25	Male	?
204	5	7	Leopold Fichtner	?	Town	Vienna	Vienna	Austria-Hungary	Monday	April	17	1916	Surrendered	Dead	?	Male	?
205	5	5	Frederick Cowan	SACO HK-41; x2 .45 ACP 1911; x2 9mm Browning Hi-Power	Office	New Rochelle	New York	United States	Monday	February	14	1977	Suicide	Dead	32	Male	?
206	5	5	Charles Roberts	.30-06 bolt-action rifle; 12 gauge shotgun; 9mm pistol	School (Primary)	Bart	Pennsylvania	United States	Monday	October	2	2006	Suicide	Dead	32	Male	?
207	5	4	Felix Zehetner	firearm	Homes	Vienna	Vienna	Austria	Sunday	September	9	1990	Suicide	Dead	22	Male	?
208	5	4	Sulejman Talovic	12 gauge pistol grip Mossberg shotgun; .38 Special revolver	Mall	Salt Lake City	Utah	United States	Monday	February	12	2007	Killed by police	Dead	18	Male	?
209	5	3	Michael Vernon	9mm pistol	Shop	New York	New York	United States	Tuesday	December	19	1995	Incapacitated by police	Incarcerated	22	Male	?
210	5	3	Silvio Leyva	Lorcin L9mm; .38 Special Charter Arms revolver	Shop	Tampa	Florida	United States	Thursday	December	30	1999	Surrendered	Incarcerated	36	Male	Legal
211	5	2	Robert Smith	.22LR single-action 6-shot revolver	School (University)	Mesa	Arizona	United States	Saturday	November	12	1966	Surrendered	Incarcerated	18	Male	Legal
212	5	2	Joseph Ferguson	multiple firearms, including a 9mm pistol, a 12 gauge shotgun, and a semi-automatic AK-47 converted to fully automatic	Town	Sacramento	California	United States	Monday	September	10	2001	Suicide	Dead	20	Male	?
213	5	2	Shi Reqiu	kitchen knife	School (Primary)	?	Guangdong	China	Tuesday	November	26	2002	Surrendered	Incarcerated	?	Male	None
214	5	1	Verlin Spencer	.22LR pistol	School (Secondary)	South Pasadena	California	United States	Monday	May	6	1940	Surrendered	Dead (Freed)	38	Male	?
215	5	1	Gang Lu	.38 Special revolver; .22LR pistol	School (University)	Iowa City	Iowa	United States	Friday	November	1	1991	Suicide	Dead	28	Male	?
216	5	1	Clifton McCree	9mm pistol; .32 pistol	Outside (Beach)	Fort Lauderdale	Florida	United States	Friday	February	9	1996	Suicide	Dead	41	Male	?

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
217	5	1	Kenneth Tornes	firearm	Home/Government (Firehouse)/Mall	Jackson	Mississippi	United States	Wednesday	April	24	1996	Incapacitated by police	Incarcerated	?	Male	?
218	5	1	Jean-Pierre Allain	shotgun	Home	Val	Brittany	France	Tuesday	August	6	1996	Incapacitated by police	Incarcerated	55	Male	?
219	5	1	Vladimir Maltsev	firearm	Military (Base)	Chita	Chita	Russia	Saturday	November	22	1997	Surrendered	Incarcerated	?	Male	Military
220	5	1	Robert Harris	9mm pistol	Shop	Irving	Texas	United States	Monday	March	20	2000	Surrendered	Incarcerated	28	Male	Illegally possessed legal firearm/s
221	5	1	Richard Baumhammers	.357 Magnum S&W revolver	Town	Pittsburgh	Pennsylvania	United States	Friday	April	28	2000	Surrendered	Incarcerated	34	Male	Legal
222	5	1	Wesley Higdon	.45 ACP pistol	Factory	Henderson	Kentucky	United States	Wednesday	June	25	2008	Suicide	Dead	25	Male	?
223	5	1	John Russel	M16	Military (Base)	Baghdad	Baghdad	Iraq	Monday	May	11	2009	Surrendered	Incarcerated	44	Male	Stolen from military
224	5	0	Larry Robison	.22LR pistol; knife	Homes	Fort Worth	Texas	United States	Tuesday	August	10	1982	Surrendered	Dead	24	Male	?
225	5	0	James Simpson	9mm Ruger pistol;.32 revolver	Factory	Corpus Christi	Texas	United States	Monday	April	3	1995	Suicide	Dead	28	Male	?
226	5	0	Geoffrey Ferguson	firearm	Apartment	Redding	Connecticut	United States	Tuesday	April	18	1995	Surrendered	Incarcerated	47	Male	?
227	5	0	Bruman Alvarez	knife; blunt object	Home	Potomac	Maryland	United States	Friday	July	21	1995	Surrendered	Incarcerated	20	Male	None
228	5	0	Girley Crum	knife	Home	Bandon	Oregon	United States	Friday	May	10	1996	Surrendered	Incarcerated	34	Male	None
229	5	0	Clay Smith	.22LR rifle	Home	Pine Bluff	Arkansas	United States	Wednesday	March	25	1998	Incapacitated by police	Dead	27	Male	?
230	5	0	Ibrahim Shkupolli	9mm pistol; knife	Mall	Espoo	Uusimaa	Finland	Thursday	December	31	2009	Suicide	Dead	43	Male	Illegally obtained
231	4	24	Kip Kinkel	Ruger 10/22; Glock 19; Ruger Mark II; hunting knife	School (Secondary)	Springfield	Oregon	United States	Wednesday-Thursday	May	20-21	1998	Subdued by civilians	Incarcerated	15	Male	Stolen from civilian
232	4	22	Dean Mellberg	Norinco MAK-90	Military (Base)	Spokane	Washington	United States	Monday	June	20	1994	Killed by police	Dead	20	Male	?
233	4	22	Eden Natan-Zada	M16	Transportation (Bus)	Shfaram	North	Israel	Thursday	August	4	2005	Killed by civilians	Dead	19	Male	Military
234	4	19	Lawrence Moore	firearm	Restaurant (Bar)	Salem	Oregon	United States	Friday	May	8	1981	Surrendered	Incarcerated	20	Male	?
235	4	12	Liu Hongwen	knife	School (Primary)	Chenzhou	Hunan	China	Thursday	September	30	2004	Surrendered	Incarcerated	28	Male	None
236	4	11	Liu Danao	truck	Home	Nanliuzhuang	Henan	China	Tuesday	June	1	2010	Surrendered	Incarcerated	?	Male	None
237	4	9	Michael Hayes	.22LR rifle	Town	?	North Carolina	United States	Sunday	July	17	1988	Surrendered	Incarcerated	60	Male	?
238	4	9	Eric Houston	sawn-off .22LR rifle; 12 gauge pump-action shotgun	School (Secondary)	Olivehurst	California	United States	Friday	May	1	1992	Surrendered	Incarcerated	20	Male	?
239	4	9	Li Zhongren	.22LR rifle; x2 rifles	Shooting Range/Outside (Memorial)	?	?	Saipan	Friday	November	20	2009	Suicide	Dead	49	Male	?
240	4	8	Jean Allemand	knife	Town	Goult	Alpes-Cote dAzur	France	Saturday	July	14	1900	Suicide	Dead	27	Male	None
241	4	8	Borislav Beslic	AK-47; x2 grenades	Restaurant	Osijek	Osijek-Baranja	Croatia	Saturday	June	18	1994	Surrendered	Incarcerated	41	Male	Military
242	4	8	Johan Nel	.303 British BSA Enfield rifle	Town	Skierlik	North West	South Africa	Monday	January	14	2008	Surrendered	Incarcerated	18	Male	?
243	4	7	Nathan Gale	9mm Beretta 92	Discotheque	Columbus	Ohio	United States	Wednesday	December	8	2004	Killed by police	Dead	25	Male	?
244	4	6	Ting Yung	firearm	Home/Town	Beijing	Beijing	China	Thursday	June	21	1934	Subdued by civilians	Dead	?	Male	?
245	4	5	Thomas McIlvane	sawn-off Ruger 10/22	Post Office	Royal Oak	Michigan	United States	Thursday	November	14	1991	Suicide	Dead	31	Male	Illegally bought legal firearm/s
246	4	5	Matthew Murray	Bushmaster XM15; semi-automatic AK-47; .40 S&W Beretta 92; 9mm Springfield Armory pistol	Church/Church	Arvada/Colorado Spings	Colorado	United States	Sunday	December	9	2007	Suicide	Dead	24	Male	?
247	4	4	Alan Winterbourne	12 gauge shotgun; .44 Magnum revolver	Government (Unemployment Office)	Oxnard	California	United States	Thursday	December	3	1993	Killed by police	Dead	33	Male	?
248	4	4	Shon Miller	9mm semi-automatic pistol	Home/Religious (Church)	Gonzales	Louisiana	United States	Wednesday	March	10	1999	Incapacitated by police	Incarcerated	?	Male	?
249	4	4	William Baker	SKS 1954R; .30 Winchester rifle; 12 gauge Remington shotgun; .38 Special revolver	Factory	Melrose Park	Illinois	United States	Monday	February	5	2001	Suicide	Dead	66	Male	Legal
250	4	3	Carl Drega	scoped Bushmaster XM15	Town/Town	Colebrook/Bloomfield	New Hampshire/Vermont	United States	Tuesday	August	19	1997	Killed by police	Dead	62	Male	Legal
251	4	3	Hastings Wise	9mm 8-shot pistol	Factory	Aiken	South Carolina	United States	Monday	September	15	1997	Suicide attempt	Dead	43	Male	Illegally possessed legal firearm/s
252	4	3	Michael Stagner	firearm	Town	Rifle	Colorado	United States	Thursday	July	5	2001	Surrendered	Incarcerated	42	Male	?
253	4	3	Chen Peiquan	knife	School (Secondary)	Suixi	Guangdong	China	Sunday	January	26	2003	Surrendered	Incarcerated	35	Male	None
254	4	2	Clemmie Henderson	.38 Special revolver	Shop/School (Primary)	Chicago	Illinois	United States	Friday	September	23	1988	Killed by police	Dead	40	Male	?
255	4	2	Eitan Mor	Uzi; pistol	Hospital/Town	Jerusalem	Jerusalem	Israel	Wednesday	September	9	1992	Killed by police	Dead	?	Male	Legal
256	4	2	Arturo Torres	Norinco MAK-90; shotgun; pistol	Transportation (Maintenance Yard)	Orange	California	United States	Friday	December	19	1997	Killed by police	Dead	41	Male	?
257	4	2	Pierre Lebrun	.30-06 Remington 760	Transportation (Bus Garage)	Ottawa	Ontario	Canada	Wednesday	April	7	1999	Suicide	Dead	40	Male	?
258	4	1	Valery Fabrikant	.38 Special revolver; .32 ACP pistol; .25 ACP pistol	School (University)	Montreal	Quebec	Canada	Monday	August	24	1992	Subdued by civilian	Incarcerated	52	Male	Legal
259	4	1	Nathan Dunlap	.25 ACP pistol	Restaurant	Aurora	Colorado	United States	Tuesday	December	14	1993	Surrendered	Incarcerated	19	Male	?
260	4	1	Oleg Lokhmatov	firearm	Military (Base)/Shop	Oborony	?	Russia	Saturday	January	11	1997	Surrendered	Incarcerated	?	Male	Military
261	4	1	Alexander Koryakov	cleaver	School (Primary)	Gulbene	Gulbene	Latvia	Monday	February	22	1999	Surrendered	Incarcerated	19	Male	None
262	4	1	Zane Floyd	12 gauge pistol grip shotgun	Shop	Las Vegas	Nevada	United States	Thursday	June	3	1999	Surrendered	Incarcerated	23	Male	?
263	4	1	Lawrence Hensley	shotgun	Home	Sidney	Ohio	United States	Thursday	July	8	1999	Surrendered	Incarcerated	30	Male	?
264	4	1	Ramon Tatay	shotgun	Home	Valencia	Valencia	Spain	Sunday	February	6	2000	Killed by police	Dead	60	Male	?
265	4	1	Adam Labus	Tokarev TT-33	Town/School (Secondary)	Freising	Bavaria	Germany	Tuesday	February	19	2002	Suicide	Dead	22	Male	Legal
266	4	1	Emanuel Patterson	pistol	Government (Unemployment Office)	Huntsville	Alabama	United States	Tuesday	February	25	2003	Surrendered	Incarcerated	23	Male	?
267	4	1	Frank Garcia	.40 S&W Glock pistol	Home/Hospital	Canandaigua/Brockport	New York	United States	Saturday	February	14	2009	Surrendered	Incarcerated	35	Male	?
268	4	0	Jose Jarabo	firearm; knife; iron	Home/Shop	?	?	Spain	Saturday/Monday	July	19/21	1958	Surrendered	Dead	30	Male	?
269	4	0	Joseph Harris	suppressed .22LR machine gun; 9mm Uzi pistol; x3 grenades; improvised bombs; sword	Home/Post Office	Wayne/Ridgewood	New Jersey	United States	Wednesday-Thursday	October	9-10	1991	Surrendered	Incarcerated	?	Male	?
270	4	0	Narit Bunchien	pistol	Home	Houston	Texas	United States	Monday	December	9	1996	Surrendered	Free	22	Male	?
271	4	0	Alex Baranyi + David Anderson	multiple knives; bat	Outside (Park)/Home	Bellevue	Washington	United States	Friday-Saturday	January	3-4	1997	Surrendered/Surrendered	Incarcerated/Incarcerated	17/17	Male	None
272	4	0	Remy Lecrenier	.45 ACP 1911; crossbow	Home	Bas-Oha	?	Belgium	Monday	July	7	1997	Surrendered	Incarcerated	29	Male	?
273	4	0	Willie Woods	9mm Glock pistol	Office	Los Angeles	California	United States	Wednesday	January	4	1998	Suicide	Dead	42	Male	?
274	4	0	Prathuang Ruankaew	firearm	Town	Baan Kwang	?	Thailand	Sunday	March	6	1998	Suicide	Dead	37	Male	?
275	4	0	Matthew Beck	9mm Glock pistol	Office	Newington	Connecticut	United States	Sunday	June	27	1999	Surrendered	Incarcerated	35	Male	Legal
276	4	0	Terry Wedding	firearm; baseball bat	Outside (Field)/Home	Depoy	Kentucky	United States	Sunday	June	27	1999	Surrendered	Incarcerated	27	Male	?
277	4	0	Gary McCray	semi-automatic AK-47; 9mm pistol	Home	Jacksonville	Florida	United States	Sunday	May	23	2004	Surrendered	Incarcerated	24	Male	?
278	4	0	Rusty Rumley	.45 ACP pistol	Apartment	Bristol	Tennessee	United States	Tuesday	February	27	2007	Suicide	Dead	26	Male	?
279	4	0	Ivan Korade	firearm; knife	Home	Velika Veternicka	Krapina-Zagorje	Croatia	Thursday	March	27	2008	Suicide	Dead	44	Male	?
280	3	31	Ibrahim Hasuna	M16; x2 grenades; knife	Restaurant	Tel Aviv	Tel Aviv	Israel	Tuesday	March	5	2002	Killed by civilian	Dead	20	Male	?
281	3	30	Hussam Duwait	front-end loader vehicle	Town	Jerusalem	Jerusalem	Israel	Wednesday	July	2	2008	Killed by civilian, military, and police	Dead	32	Male	None
282	3	20	Ho Chung-ming	bus	Town	Taipei	Taipei	Taiwan	Sunday	August	30	1964	Suicide attempt	Dead	36	Male	None
283	3	20	Robert Kabolowsky	automobile	Town	Wantagh	New York	United States	Thursday	July	10	1980	Suicide attempt	Incarcerated	20	Male	None
284	3	13	Denis Lortie	x2 C1 submachine guns	Government (Parliament)	Quebec City	Quebec	Canada	Friday	May	4	1984	Surrendered	Free	?	Male	Military
285	3	13	Nadir Hamed	firearm	Transportation (Bus Center)	Afula	North	Israel	Thursday	October	4	2001	Killed by police	Dead	27	Male	?
286	3	12	Kim Gelder	knife	School (Primary)	Dendermonde	Flemish	Belgium	Friday	January	23	2009	Surrendered	Incarcerated	20	Male	None
287	3	11	Anthony Barbaro	scoped .30-06 Remington rifle; shotgun	School (Secondary)	Olean	New York	United States	Monday	December	30	1974	Incapacitated by police	Dead	17	Male	Legal
288	3	11	Stephen Ressa	automobile	Transportation (Bus Stop)	Las Vegas	Nevada	United States	Wednesday	September	21	2005	Surrendered	Incarcerated	27	Male	None
289	3	9	George Sodini	.45 revolver; x2 Glock 19; .32 semi-automatic pistol	Gym	Pittsburgh	Pennsylvania	United States	Tuesday	August	4	2009	Suicide	Dead	48	Male	Legal
290	3	8	David Logsdon	M1 Carbine; 2-4 pistols	Town/Mall	Kansas City	Kansas	United States	Sunday	April	29	2007	Killed by police	Dead	51	Male	?
291	3	7	Sylvia Seegrist	Ruger Mini-14	Home/Shop/Mall	Springfield	Pennsylvania	United States	Wednesday	October	30	1985	Surrendered	Incarcerated	25	Female	Illegally bought legal firearm/s
292	3	7	Luke Woodham	.30-30 lever-action rifle; knife	Home/School (Secondary)	Pearl	Mississippi	United States	Wednesday	October	1	1997	Surrendered to civilian	Incarcerated	16	Male	?
293	3	5	Ernesto Jimenez	9mm pistol	Transportation (Subway)	Mexico City	Mexico City	Mexico	Thursday	September	21	1995	Subdued by police	Incarcerated	22	Male	Police
294	3	5	Michael Carneal	sawn-off .22LR rifle; rifle; 12 gauge pump-action shotgun; shotgun; Ruger Mark II	School (Secondary)	West Paducah	Kentucky	United States	Monday	December	1	1997	Surrendered	Incarcerated	14	Male	?
295	3	5	Rafael Solich	9mm pistol	School (Secondary)	Carmen de Patagones	Buenos Aires	Argentina	Sunday	September	28	2004	Surrendered	Incarcerated	15	Male	Stolen from military
296	3	3	Helmut Oxner	.357 Magnum S&W revolver	Discotheque	Nuremberg	Bavaria	Germany	Thursday	June	24	1982	Suicide	Dead	26	Male	?
297	3	3	Lonnie Davis	firearms; knife; gardening tool; automobile	Home/Town	Seattle	Washington	United States	Saturday	May	29	1999	Killed by police	Dead	22	Male	Stolen from civilian
298	3	3	Peter Odighizuwa	.380 ACP pistol	School (University)	Grundy	Virginia	United States	Wednesday	January	16	2002	Surrendered to civilians	Incarcerated	43	Male	?
299	3	3	Amy Bishop	9mm pistol	School (University)	Huntsville	Alabama	United States	Friday	February	12	2010	Surrendered	Incarcerated	44	Female	Legal
300	3	3	Zhu Jun	small automatic firearm; x2 pistols	Government (Court)	Beijing	Beijing	China	Tuesday	June	1	2010	Suicide	Dead	46	Male	Illegally obtained
301	3	2	James Davis	x2 firearms	Factory	Asheville	North Carolina	United States	Wednesday	May	17	1995	Surrendered	Incarcerated	47	Male	?
302	3	2	Marcelo Yoshino	9mm Glock pistol	Office	Sao Paulo	Sao Paulo	Brazil	Wednesday	December	18	1996	Suicide	Dead	22	Male	?
303	3	2	Alexei Petrichev	knife	Apartment	Moscow	Moscow	Russia	Friday	February	21	1997	Incapacitated by police	Incarcerated	22	Male	None
304	3	2	Kevin Noles	firearm	Apartment	Angola	Indiana	United States	Sunday	November	21	1999	Suicide	Dead	36	Male	?
305	3	2	Jessie Warren	pistol	Office	Kennesaw	Georgia	United States	Tuesday	January	12	2010	Surrendered	Incarcerated	60	Male	?
306	3	1	Robert Kausler	firearm	School (University)	Erlangen	Bavaria	Germany	Thursday	December	21	1972	Suicide	Dead	27	Male	?
307	3	1	Bennie Lawson	Cobray M-11	Government (Police Station)	Washington, D.C.	District of Columbia	United States	Tuesday	November	22	1994	Suicide	Dead	25	Male	Illegally bought legal firearm/s
308	3	1	Barry Loukaitis	.30-30 lever-action rifle; .357 Magnum pistol; .25 ACP pistol	School (Secondary)	Moses Lake	Washington	United States	Friday	February	2	1996	Subdued by civilian	Incarcerated	14	Male	Stolen from civilian
309	3	1	Steven Renfro	x4 firearms	Homes	Marshall	Texas	United States	Sunday	August	25	1996	Surrendered	Dead	39-40	Male	?
310	3	1	Sanna Sillanpaa	pistol	Shooting Range	Helsinki	Uusimaa	Finland	Sunday	February	21	1999	Surrendered	Incarcerated	30	Female	Rented
311	3	1	Lorenzo Silva	.357 Magnum revolver	Apartment	San Francisco	California	United States	Monday	October	11	1999	Suicide	Dead	62	Male	Legal
312	3	1	Cleo Colvin	.45 ACP pistol; 9mm pistol	Home	Tellico Plains	Tennessee	United States	Saturday	October	28	2000	Suicide	Dead	60	Male	?
313	2	42	Hatem Shweikeh	M16	Transportation (Bus)	Jerusalem	Jerusalem	Israel	Sunday	November	4	2001	Killed by civilian, military, and police	Dead	24	Male	?
314	2	22	Jose Nieto	truck	School (Primary)	San Cristobal . . .	Ecatepec de Morelos	Mexico	Monday	May	6	2002	Surrendered	Incarcerated	56	Male	None
315	2	19	Raed al-Rifi	knife	Town	Tel Aviv	Tel Aviv	Israel	Tuesday	March	17	1992	Killed by police	Dead	22	Male	None
316	2	16	Eric Parkdel	automobile	Town	Stockholm	Sodermanland	Sweden	Saturday	May	31	2003	Surrendered	Incarcerated	50	Male	None
317	2	14	Saeed Ramadan	assault rifle	Town	Jerusalem	Jerusalem	Israel	Tuesday	January	22	2002	Killed by police	Dead	24	Male	?
318	2	13	Michael Slobodian	.44 Magnum rifle; .22LR rifle	School (Secondary)	Brampton	Ontario	Canada	Wednesday	May	28	1975	Suicide	Dead	16	Male	?
319	2	13	Charles Williams	.22LR Arminius HW7	School (Secondary)	Frederick	Maryland	United States	Saturday	May	5	2001	Surrendered	Incarcerated	15	Male	Stolen from civilian
320	2	11	Alan Goodman	assault rifle	Religious (Mosque)	Jerusalem	Jerusalem	Israel	Sunday	April	11	1982	Subdued by civilians	Incarcerated	38	Male	Legal
321	2	9	Brenda Spencer	Ruger 10/22	School (Primary)	San Diego	California	United States	Monday	January	29	1979	Surrendered	Incarcerated	16	Female	Legal
322	2	9	James Wilson	.22LR nine-shot revolver	School (Primary)	Greenwood	South Carolina	United States	Monday	September	26	1988	Surrendered	Incarcerated	19	Male	?
323	2	9	Benjamin Smith	.380 ACP Bryco pistol; .22LR Ruger pistol	Town	Various	Illinois/Indiana	United States	Friday-Sunday	July	2-4	1999	Suicide	Dead	21	Male	Illegally bought legal firearm/s
324	2	7	Masahiro Kanagawa	knife	Town	Tsuchiura	Ibaraki	Japan	Sunday	March	23	2008	Surrendered	Incarcerated	24	Male	None

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
325	2	7	Jim Adkisson	sawn-off 12 gauge shotgun	Religious (Church)	Knoxville	Tennessee	United States	Sunday	July	27	2008	Subdued by civilians	Incarcerated	58	Male	?
326	2	7	Erik Ayala	9mm Tanfoglio pistol	Discotheque	Portland	Oregon	United States	Saturday	January	24	2009	Suicide	Dead	24	Male	?
327	2	7	Denis Yevsyukov	Makarov PM	Shop	Moscow	Moscow	Russia	Monday	April	27	2009	Surrendered	Incarcerated	32	Male	Illegally obtained
328	2	5	Robert Poulin	shotgun; knife	School (Secondary)	Ottawa	Ontario	Canada	Monday	October	27	1975	Suicide	Dead	18	Male	?
329	2	5	Steven Abrams	automobile	School (Primary)	Costa Mesa	California	United States	Monday	May	3	1999	Surrendered	Incarcerated	39	Male	None
330	2	5	Huan Xiang	x5 pistols	School (University)	Melbourne	Victoria	Australia	Monday	October	21	2002	Subdued by civilians	Incarcerated	36	Male	?
331	2	5	Xue Ronghua	knife	School (University)	Nanchang	Jiangxi	China	Sunday	May	16	2004	Surrendered	Dead	?	Male	?
332	2	5	Timothy Hendron	rifle; shotgun; x3 pistols	Factory	Saint Louis	Missouri	United States	Thursday	January	7	2010	Suicide	Dead	51	Male	?
333	2	4	Wayne Lo	Norinco Type 56 Carbine	School (University)	Great Barrington	Massachusetts	United States	Monday	December	14	1992	Surrendered	Incarcerated	18	Male	Legal
334	2	4	Daniel Marsden	firearm	Factory	Santa Fe Springs	California	United States	Thursday	June	5	1997	Suicide	Dead	38	Male	?
335	2	4	Sergei Babarin	.22LR Ruger pistol	Religious (Library)	Salt Lake City	Utah	United States	Friday	April	16	1999	Killed by police	Dead	71	Male	Legal
336	2	4	Wu Jianguo	knife	School (Secondary)	Maoming	Guangdong	China	Tuesday	May	15	2007	Surrendered	Incarcerated	17	Male	None
337	2	4	Chen Wenzhen	knife	School (Secondary)	Leizhou	Guangdong	China	Monday	February	25	2008	Suicide	Dead	?	Male	None
338	2	4	Xu Ximei	kitchen knife	School (Primary)	Mazhan	Guangdong	China	Tuesday	March	3	2009	Surrendered	Incarcerated	40	Female	None
339	2	3	Mir Kansi	Norinco Type 56S	Government (CIA)	Langley	Virginia	United States	Monday	January	25	1993	Surrendered	Dead	28	Male	Legal
340	2	3	Quinn Martinez	pistol	Restaurant	Salt Lake City	Utah	United States	Friday	April	28	2000	Surrendered	Incarcerated	21	Male	?
341	2	2	Flemming Nielsen	sawn-off shotgun	School (University)	Aarhus	Aarhus	Denmark	Tuesday	April	5	1994	Suicide	Dead	35	Male	?
342	2	2	Evan Ramsey	12 gauge Mossberg pump-action shotgun	School (Secondary)	Bethel	Alaska	United States	Wednesday	February	19	1997	Surrendered	Incarcerated	16	Male	?
343	2	2	Russell Weston	.38 Special S&W revolver	Government (Capitol Building)	Washington, D.C.	District of Columbia	United States	Friday	July	24	1998	Incapacitated by police	Incarcerated	41	Male	?
344	2	2	Kevin Cruz	.22LR rifle; 9mm Glock pistol; .32 pistol	Shop	Seattle	Washington	United States	Wednesday	November	3	1999	Surrendered	Incarcerated	30	Male	Stolen from civilian
345	1	54	Daniel Young	automobile	Town	Los Angeles	California	United States	Friday	July	27	1984	Surrendered	Incarcerated	21	Male	None
346	1	19	Omeed Popal	automobile	Town	Fremont	California	United States	Wednesday	August	30	2006	Surrendered	Incarcerated	29	Male	None
347	1	19	Kimveer Gill	9mm Beretta Cx4 Storm; Norinco HP9-1; 9mm Glock pistol	School (University)	Montreal	Quebec	Canada	Wednesday	September	13	2006	Suicide	Dead	25	Male	Legal
348	1	17	William Kreutzer	M16; .22LR Ruger rifle; 9mm Glock pistol	Military (Base)	Fayetteville	North Carolina	United States	Friday	October	27	1995	Subdued by military	Incarcerated	26	Male	Military/?
349	1	17	Xu Heping	knife	School (Primary)	Beijing	Beijing	China	Wednesday	August	4	2004	Surrendered	Incarcerated	51	Male	None
350	1	14	Peter Clarke	automobile	Town	Dublin	Leinster	Ireland	Sunday	May	7	2006	Surrendered	Incarcerated	36	Male	None
351	1	13	Tyrone Mitchell	rifle; 12 gauge shotgun	School (Primary)	Los Angeles	California	United States	Friday	February	24	1984	Suicide	Dead	28	Male	?
352	1	13	Abdelkader Gridda	automobile	Town	Berrwiller	Alsace	France	Saturday	June	30	2007	Surrendered	Incarcerated	22	Male	None
353	1	6	Laurie Dann	.357 Magnum S&W revolver; .32 S&W revolver; .22LR Beretta pistol	School (Primary)/Home	New Trier	Illinois	United States	Friday	May	20	1988	Suicide	Dead	30	Female	?
354	1	6	Ali Kamal	.380 ACP Beretta pistol	Office	New York	New York	United States	Sunday	February	23	1997	Suicide	Dead	69	Male	Illegally bought legal firearm/s
355	1	6	Ronald Gay	9mm Ruger pistol	Restaurant (Bar)	Roanoke	Virginia	United States	Friday	September	22	2000	Surrendered	Incarcerated	54	Male	Legal
356	1	5	Henry Toews	five-shot revolver	School (Primary)	Altona	Manitoba	Canada	Thursday	October	9	1902	Suicide	Dead	33	Male	?
357	1	5	Buford Furrow	9mm Uzi; x4 rifles; Glock 26; pistol	School (Primary)/Town	Los Angeles	California	United States	Tuesday	August	10	1999	Surrendered	Incarcerated	37	Male	Illegally bought legal firearm/s
358	1	5	Michael Ford	long-barreled pistol	Shop (Warehouse)	Denver	Colorado	United States	Sunday	June	25	2006	Killed by police	Dead	22	Male	?
359	1	5	Kuang Xi	defenestration	School (Primary)	Hengyang	Hunan	China	Thursday	September	13	2007	Subdued by civilians	Incarcerated	28	Male	None
360	1	4	Alburn Blake	Glock 17	Restaurant	West Palm Beach	Florida	United States	Monday	March	3	2008	Suicide	Dead	60	Male	Legal
361	1	3	Angelo Angelof	firearm	Outside (Park)	New York	New York	United States	Wednesday	July	3	1968	Killed by police	Dead	?	Male	?
362	1	3	Steven Guy	revolver; pistol	School (Primary)	Chicago	Illinois	United States	Thursday	January	17	1974	Subdued by civilian	Incarcerated	14	Male	?
363	1	3	James Kearbey	M1A; .357 Magnum revolver	School (Secondary)	Goddard	Kansas	United States	Monday	January	21	1985	Surrendered	Free	14	Male	?
364	1	3	Markus Bitsch	large-caliber S&W pistol	Town	Grunwettersbach	Baden-Wurttemberg	Germany	Thursday	August	29	1985	Surrendered	Incarcerated	32	Male	?
365	1	3	Rashid Baz	automatic Cobray M-11; Glock 17	Town	New York	New York	United States	Tuesday	March	1	1994	Surrendered	Incarcerated	27-28	Male	Illegally bought legal firearm/s
366	1	3	Keith Ledeger	12 gauge shotgun	School (Secondary)	Wickliffe	Ohio	United States	Monday	November	7	1994	Surrendered	Incarcerated	37	Male	?
367	1	3	Andrew Wurst	pistol	Restaurant	Edinboro	Pennsylvania	United States	Friday	April	24	1998	Surrendered to civilian	Incarcerated	14	Male	?
368	1	3	Su Qianxiao	kitchen knife	School (Primary)	Longtang	Guangdong	China	Wednesday	June	13	2007	Subdued by civilians	Incarcerated	42	Male	None
369	0	31	Xu Yuyuan	knife	School (Primary)	Taizhou	Jiangsu	China	Thursday	April	29	2010	Surrendered	Dead	47	Male	None
370	0	28	Yang Guozhu	knife; improvised bomb	School (Primary)	Suzhou	Jiangsu	China	Saturday	September	11	2004	Surrendered	Incarcerated	41	Male	None
371	0	25	Jia Qingyou	knife	School (Primary)	Ying	Shandong	China	Monday	September	20	2004	Surrendered	Dead	36	Male	None
372	0	23	Lin Peiqing	x2 knives	School (Secondary)	Hejiang	Sichuan	China	Monday	September	14	1998	Surrendered	Incarcerated	?	Male	None
373	0	19	Ouyang Songde	wrench	School (Primary)	Foshan	Guangdong	China	Friday	July	20	2007	Suicide attempt	Incarcerated	40	Male	None
374	0	19	Qassem Mughrabi	automobile	Town	Jerusalem	Jerusalem	Israel	Monday	September	22	2008	Killed by military	Dead	19	Male	None
375	0	18	Liu Shibing	x6 improvised firearms	School (Primary)	Liudong	Anhui	China	Wednesday	October	12	2005	Surrendered	Incarcerated	33	Male	Improvised
376	0	16	Chen Kangbing	knife	School (Primary)	Leizhou	Guangdong	China	Wednesday	April	28	2010	Surrendered	Incarcerated	33	Male	None
377	0	14	James Flippin	shotgun	Factory	Milwaukee	Wisconsin	United States	Thursday	May	29	1969	Killed by police	Dead	26	Male	?
378	0	14	Lucas Dreyer	.303 British Enfield rifle	Town	Rustenburg	North West	South Africa	Tuesday	January	15	2002	Surrendered	Incarcerated	42	Male	?
379	0	13	William Stankewicz	machete	School (Primary)	Red Lion	Pennsylvania	United States	Friday	February	2	2001	Subdued by civilian	Incarcerated	55	Male	None
380	0	12	Liu Zhigang	knife	School (Primary)	Mingcheng	Jilin	China	Saturday	December	4	2004	Subdued by civilians	Incarcerated	30	Male	None
381	0	12	Ghassan Tir	front-end loader vehicle	Town	Jerusalem	Jerusalem	Israel	Tuesday	July	22	2008	Killed by civilian	Dead	22	Male	None
382	0	10	Hwang Bom-nae	kitchen knives	School (Primary)	Seoul	Seoul	South Korea	Wednesday	September	4	2002	Subdued by civilians	Incarcerated	53	Male	None
383	0	8	Edmar Freitas	.38 Special revolver	School (Secondary)	Taiuva	Sao Paulo	Brazil	Monday	January	27	2003	Suicide	Dead	18	Male	?
384	0	8	Sebastian Bosse	x2 sawn-off shotguns	School (Secondary)	Emsdetten	North-Rhine Westphalia	Germany	Monday	November	20	2006	Suicide	Dead	18	Male	?
385	0	7	Horrett Campbell	machete	School (Primary)	Blakenhall	West Midlands	England	Monday	July	8	1996	Surrendered	Incarcerated	33	Male	None
386	0	7	Liang Yongcheng	hunting rifle	School (Secondary)	Longzhou	Guanxi	China	Monday	October	25	1999	Suicide	Dead	30	Male	Legal
387	0	7	Antoine Jones	9mm pistol	Outside (Zoo)	Washington, D.C.	District of Columbia	United States	Monday	April	24	2000	Surrendered	Incarcerated	16	Male	Illegally possessed
388	0	6	Randy Matthews	.38 Special revolver	School (Secondary)	Amarillo	Texas	United States	Friday	September	11	1992	Surrendered	Free	17	Male	?
389	0	6	Ian Warby	knife; hammer	Town	Witham	Essex	England	Monday	October	12	1992	Incapacitated by civilians	Free	20	Male	None
390	0	6	Garnet Bell	improvised flamethrower	School (Secondary)	Holywood	County Down	Northern Ireland	Friday	June	17	1994	Surrendered	Dead	46	Male	None
391	0	6	Thomas Solomon	.22LR rifle; .357 Magnum revolver	School (Secondary)	Conyers	Georgia	United States	Thursday	May	20	1999	Surrendered	Incarcerated	15	Male	Stolen from civilian
392	0	6	Dominick Maldonado	Norinco MAK-90; semi-automatic pistol	Mall	Tacoma	Washington	United States	Sunday	November	20	2005	Surrendered	Incarcerated	20	Male	?
393	0	6	Wang Yonglai	hammer	School (Primary)	Weifang	Shandong	China	Friday	April	30	2010	Suicide	Dead	45	Male	None
394	0	5	James Foster	shotgun	School (Primary)	Newburgh	New York	United States	Thursday	April	9	1891	?	Dead	70	Male	?
395	0	5	Jason Hoffman	shotgun; pistol	School (Secondary)	El Cajon	California	United States	Thursday	March	22	2001	Surrendered	Dead	18	Male	?
396	0	5	Jason Rodriguez	pistol	Office	Orlando	Florida	United States	Friday	November	6	2009	Surrendered	Incarcerated	40	Male	?
397	0	4	Roland Smith	revolver	Shop	New York	New York	United States	Friday	December	8	1995	Suicide	Dead	51	Male	?
398	0	4	Seth Trickey	Taurus PT92	School (Secondary)	Fort Gibson	Oklahoma	United States	Monday	December	6	1999	Surrendered	Free	13	Male	Stolen from civilian
399	0	4	Jason Pritchard	knife	School (Primary)	Anchorage	Alaska	United States	Monday	May	7	2001	Surrendered	Incarcerated	33	Male	None
400	0	4	Jitrada Tantiwanichayasuk	knife	School (Secondary)	Bangkok	Bangkok	Thailand	Friday	September	9	2005	Surrendered	Free	34	Male	None
401	0	4	Asa Coon	.38 Special revolver; .22LR revolver	School (Secondary)	Cleveland	Ohio	United States	Wednesday	October	10	2007	Suicide	Dead	14	Male	Stolen from civilian

After having spent much time analyzing this, I've determined which factors enabled me to love you.

I projected a personality, which I consider to be virtuous, delusionally onto you. For the same reason, I ignored the many things which I fundamentally hate about you. I was deluding myself.

I am heavily emotionally susceptible to environments. Most of my social contact was through those players. All of them are typical detestable humans, and it bred an aura of innumerable negative emotions for me. You were a respite from that.

You could actually type coherently. Relationships cannot exist if communication is not present, which would immediately preclude me from being able to have a relationship with 99% of the humans there. I don't believe it's a coincidence that the only other person I liked at all was Soresu, who usually types coherently. If I had spoken to him more often, I might have loved him. Once every month or so in that game, I would meet someone who would type properly, and I would always try to play with them. I remember one person in particular whom I followed around only because he typed properly, which allowed me to communicate with him without feeling as if I was dealing with a severely mentally handicapped duck. He spoke disrespectfully of his girlfriend the first day I spoke to him, which would normally serve as the catalyst for my detestment of such a person, yet I completely overlooked it because I was so relieved to be able to speak with someone who was in any way capable of communicating.

Relationships have absolutely no physical aspect to me: all that matters is communication. The nature of the internet fosters this.

I incessantly have nothing other than scorn for humanity. I have been desperate to feel anything positive for someone for my entire life.

Early on, you referenced serial killing multiple times in ways people normally don't. That immediately appealed to me.

I have an affinity for people whom I perceive as being abused, and consummate scorn for the abusers. It was probably the primary enabling factor. The way you are relentlessly treated by these humans is obscenely offensive to me, so everytime they would do it, it would simultaneously increase my sympathy for you and increase my resentment for all of them. My wrath for them fostered more of a negative atmosphere, which would cause you to be even more of a respite from their depravity. It was self-perpetuating.

I'm capable of boundless affection. I had never been in a sitation to feel that way before, so I thought that it was special.

I took my focus away from myself and directed it toward you.

Because I used to be hate-filled and couldn't just dismiss people I didn't like. It tore me apart, and I needed someone who didn't.

Coercion is endemic to parenting in general. Children are slaves to their parents' will in virtually every family.

You're a Christian. Religion, being cultural, inherently subjugates.

That whole "dishonor" fatuity. Something is "dishonorable" not because it lacks virtue, but because it goes against their "authority". All they're doing is imposing their will on you.

You submit to the notion of culture, which your parents forced onto you.

-You often made reference to the ways genders should behave.
-You celebrate holidays.
-You derogatively said that C_Redfield was "whitewashed" because his Vietnamese pronunciation was poor as if that was an issue. Vietnamese culture is equally as pathetic as American culture is. The entire notion of culture is pathetic. You believing that he should be able to speak Vietnamese merely because that's what his father did is absurd.

You saying that I shouldn't disassociate myself from my parents- that I need to change the way I think about them. I had never spoken about my parents prior to that, so you had no knowledge about them. Saying what you did would necessitate all parents inherently being virtuous, which is not true. The reason you believe that is because the culture your family forced onto you virtually diefies familial elders.

When your sister was angry at your mother, allegedly over a haircut. It had nothing to do with the haircut; she was angry about other issues.

I'm certain that I would be a phenomonal father because I would foster a free environment for my child. S/he would never do anything "because I said so". Instead of treating her/him like a pet that can talk, I would treat her/him like a little person who doesn't know very much. I would not subject my child to my opinions: I would encourage them to think for her/himself

If you believe that you understand me, then I should be able to verify that through asking you some questions and seeing your answers.

Why did I love you?

Why do I feel nothing other than negativity toward you?

What comes to mind when I make the statement "Vietnamese culture is deplorable."?

What gender am I?

Why did I not ___ on July 18th?

What political ideology do I find most plausible?

Why am I an atheist?

Why will I never drink anything alcoholic?

What would my parenting style be?

Why is it that the only time you've spoken to me while I've been angry (enough so that my heart rate was approximately 150 even though I had been doing nothing other than sitting) was when they were making sexual derisions about you?

What is wrong with being mentally deficient and such? People say that discrimination based on skin color is wrong because they are not actually inferior, but what is wrong with inferiority? Why should they be discriminated against just because they are inferior?

You're a Christian?

Why are you a Christian?

How did you come across the information you know about Christianity?

How do you know that the information you received is true?

How is that distinct from the basis other religions use to claim their legitimacy?

How do you know that you are correct in your religious beliefs and that people of other religions are wrong?

If you had been born into an Islamic family in Iran, would you still be a Christian if you came across the information about Christianity?

Is it possible that you're wrong?

It's like you're beginning with the proposition "There are magical little people."

One group says "The magical little people are gnomes."
Another group says "The magical little people are leprechauns."

What basis is there for believing that there are magical little people at all?

Is it really love if you're not willing to romantically love a male the same way you would a female?
Why do I take my scorn for certain individuals and apply it to humanity in general?
Figure out why "rape is about power" in relation to the institutions of families and states.
~HMM... If people were not conditioned into believing that rape is traumatic, rapists wouldn't have "power"!

She needs to be contemplative, introverted, introspective, insubordinate, non-confrontational, able to

communicate with me, and engage in banter. And I think I want her to be at least vegetarian.

Sometime, check your honesty while speaking to someone.

Hair in the front was awkwardly wavy while the sides were relatively straight.
Some acne was prominent
My head was turned slightly to the right. That's most visible with my nose and larynx.
I was awkwardly smirking because I was told to smile. I shouldn't have done anything.
I was paying too much attention to my hair and didn't notice my eyebrows, which would have taken a second to fix.

4/16 Italian
3/16 Irish
3/16 English
2/16 French-Canadian

4/16 ? "Wilkinson", Scandinavian.

What is wrong with culture?

It restricts free thought.
It inflicts arbitrary prejudiced perspectives onto people.
It dimisses the differences between individuals to contrive an artifical group, to which people are coerced into submission.
It enables baseless bigotry between other arbitrary cultural groups and cohesion among people in the group for which there is no reason to associate.
It causes people to suffer through the arbitrary perspectives.

Why do I oppose religion, as distinct from culture?

It is cultural.
It requires actions and encourages types of behavior which are based on delusions which don't have any basis in reality. Happiness is increased by rationally evaluating the world and modifying your behavior. The more delusional you are, the less you're able to be happy.
It conflates morality with the religion.

How to be pale:

Always be covered as well as possible and avoid the sun
Always use sunscreen
Wash your skin thoroughly and exfoliate
Reduce blood pressure
Donate blood every two months

Why not vote for the lesser of two evils?:

Voting is a false sense of control.
Authoritarian governments, operating under the presumption of being free, force compulsory voting.
What if no one voted? The lower the voter turnout, the more of a message it sends.
My single vote doesn't make a difference. I would have to organize an incredibly large group of people who also are not voting for this reason, with all of us agreeing to vote.
Getting involved with politics is meaningless.
It can easily be sabotaged, anyway.

What kind of people go to X college?

Engage your imagination to dream vividly.

I step into Socrates's forum and speak to him about happiness. Other philosophers gradually step in.
Plato speaks on behalf of Socrates.
How is happiness attained?
Through moderation.
Moderation of what?
Other philosophers gradually step in.
I refute all of them.
The philosophers bicker.
Toward the end, I say that for all of their philosophizing and such, they can't answer the simplest answer relevant to my life, such as what is good and what is evil. They contradict each other and they contradict themselves.
The philosophers argue angrily, and I watch them. I sit toward an edge and watch, saying that I might eventually be able to make sense out of the loudening clamor.
Einstein shouts from some other building behind the forum, and tells me the definition of insanity.
I ask him how his unified theory is coming along.
Touché.

-PRape

Honestly, doctors touching my penis when I was a child was worse than it would be if I consented to an adult in a loving relationship with them. I don't see how I and every child was not raped by doctors: We did not consent to it. We only did it because our parents made us. Which is another point: If we as a society taught children that they are independent of their parents and that they should not blindly follow them, they would not be abused by their parents in the way they often are. (Tie this into the "Adults enjoy subjugating children" argument?)

Why does "medicinal practice" change the nature of it? An adult touched my genitals when I didn't want them to. Because it "had" to be done and because my parents allowed it fundamentally changes the nature of it?
1.) Why would I be upset over this? Perhaps it because I personally think that the entire notion of "power" and "authority" is pathetic, so I don't feel as if I was "manipulated" (even though by definition, I was; it's just that I don't apply the societal meaning to it).
2.) Why is it okay for a parent to "allow" an adult to touch a child, if they are demonstratably capable of applying reason, just because they're the child's parent? A child should belong to theirself.

I was coerced by an adult into having my penis stroked. This is by definition rape. This happens to virtually every child. Yet everyone thinks there is nothing wrong with this?
It should be up to the child to decide if it is right or wrong.

I was molested at least a dozen times by a few different adults when I was a child. It wasn't my decision at all: I was coerced into it. They felt me all over my body, and it usually culminated in the fondling of my penis. What do each of the adults have in common? They were doctors, and each of them were sanctioned by my parents to do it. This happens to virtually every child without their input into the matter: Their parents sanction it.
And yet, virtually none of these children grow up feeling traumatized by the experience. How can we reconcile this extreme dissonance? Virtually every child's genitals are fondled without their decision in the matter, but when a child deliberately wants to engage in sexual activity with an adult, it becomes traumatic (whether or not they are even cognizant of the "trauma")?

I'm not saying that this is wrong. A child should decide for themself whether they want to allow a doctor to fondle their penis instead of being coerced by their parents into having it done.

It must be because the victims of rape are coerced by their society into believing that what they experienced is an irrevocable evil and a lifelong trauma. And maybe it is to some individuals!

How can we reconcile the fact that virtually every child has been raped and everyone's indifference to it, with the notion that rape is something traumatizing?

I am:
Anticultural
quasi-pacifist
quasi-moral nihilist, although I do not like the term because it gives people the impression that I am not opposed to what is considered immoral.
mutualist anarchist

Morality seems no different than religion to me. The reason why no one can agree on ideal systems of morality and ideal political systems is because all of it is contrived sophistry. It is always an instance of people with power contriving arbitrary ideals to justify actions, or adjusting their actions according to their arbitrary ideals.

Such bizarre instances as "moral agents". It's okay to kill an animal, but it's not okay to kill a human. Killing one person to save many people is wrong, killing one person to save many people is right.

The common factor is that "immoral" behavior is permitted to be treated with force. That's all morality is- the application of force.

These are all completely meaningless bizarre supernatural claims. The truth of the matter is that "morality" is always an instance of a group with power contriving arbitrary ideals to justify their actions, adjusting their actions according to their arbitrary ideals, or whatever.

There are so many ways in which they could be compared. Such as their treatment of suicide.

In conventional Christianity, killing yourself would intuitively be desirable because you would be able to go to heaven. In Buddhism, taking five seconds to kill yourself would free you from a lifetime of suffering. And yet in both, suicide is arbitrarily forbidden for contrived reasons.

The same with morality: Killing yourself would intuitively be moral because you would not have the capacity to commit immoral deeds, which you innately do through being alive; and yet many would somehow forbid suicide as being immoral.

Wars are inevitable

incarceration of nonviolent criminals

economic misuse

miseducation of the young

vote buying

taxes

arms around the world

subsidies

economic inefficiencies

permanent underclasses through ilegal immigrants and welfare

organized crime increase

I need new:
Non-leather chair
Non-leather shoes
Non-leather Swatch-band
Non-lanolin supplement
Non-lanolin sanitary wipes

Esperanto

Sunday:

Wake up, DDR, breakfast, clean, shower	6:30
(Shopping then shower) or (Precalculus)	10:00
Cooking, Lunch	1:00
Python	3:00
Read Book	5:00
PMV while dinner	7:00
Video Games, exercise	9:00
Sleep	10:00

Monday:

Wake up, DDR, shower, breakfast	6:30
Precalculus	8:00
Play erhu	11:00
Lunch, Esperanto	12:00
Python	1:00
Read Book	4:00
PMV while dinner	6:00
Video Games/Horror Movie	8:00
Sleep	10:00

Tuesday:

Wake up, DDR, shower, breakfast	6:30
Precalculus	8:00
Play erhu	11:00
Lunch, Esperanto	12:00
Python	1:00
Read Book	4:00
PMV while dinner	6:00
Video Games/Horror Movie	8:00
Sleep	10:00

Wednesday:

Wake up, DDR, shower, breakfast	6:30
Precalculus	8:00
Play erhu	11:00
Lunch, Esperanto	12:00
Python	1:00
Read Book	3:00
Video Games/Horror Movie while dinner	4:00
DDR	6:00
Sleep	10:00

Thursday:

Wake up, DDR, shower, breakfast	6:30
Precalculus	8:00
Play erhu	11:00
Lunch, Esperanto	12:00
Python	1:00
Read Book	4:00
PMV while dinner	6:00
Video Games/Horror Movie	8:00
Sleep	10:00

Friday:

Wake up, DDR, shower, breakfast	6:30
Precalculus	8:00
Play erhu	11:00
Lunch, Esperanto	12:00
Python	1:00
Read Book	3:00
Video Games/Horror Movie while dinner	4:00
DDR	6:00
Sleep	10:00

Saturday:

Wake up, DDR, shower, breakfast, Erhu	6:30
Erhu	9:00
Pistol	11:00
Video Games/Horror Movie while lunch	2:00
DDR	4:00
Sleep	10:00

Clean room
Clean bedroom
Clean bathroom
Leave for car wash and mall
Danbury DDR

Precalculus
Latin
Esperanto
Logic
Chemistry
Physics
History

Desires:
expert on "soldiers"
"infantry"
parkour
learn python and program games
write stories
instruments
1970s horror movies
become skilled in philosophy
pedophilia
learn esperanto
try being homeless
Correspond with someone you like, such as the writer of X movie.
Parkour and gymnastics
Appalachian Trail
Cross-country skiing
Visit Crypts

01. You will be FAT if you eat today, just put it off one more day.
02. You don’t NEED food.
03. Fat people can’t fit everywhere.
05. You’ll be able to run faster without all that extra weight holding you back.
06. People will remember you as “the beautiful thin one”.
07. If someone has to describe you, they’ll say “oh she weighs like 90, 100 lbs”.
09. Starving is an example of excellent willpower.
10. You will be able to see your beautiful, beautiful bones.
11. Bones are clean and pure. Fat is dirty and hangs on your bones like a parasite.
12. If you eat then you’ll look like those disgusting, fat, ghetto and trailer-trash hookers on Jerry Springer.
17. Anyone can have “inner beauty” but few can earn real beauty, inside as well as out.
18. You’ll be able to move as quietly and skillfully as a spider.
19. Only thin people are graceful.
20. If you slap a fat person you can see a shockwave ripple over their skin. That’s disgusting.
21. Do you want people to say “for gods sake get off me you’re crushing me!!!” or “you are sooo light” ???
25. I want to walk in the snow and leave no footprints.
26. Starve off the parts you don’t need. They’re ugly and they drag you down.
27. Nothing cant be fixed with hunger and weight loss.
31. Have you ever seen a person NOT notice a walking skeleton.
32. Nothing tastes as good as thin feels.
33. Is food more important that happiness in life? I think not!
34. Eating is conforming to everyone else’s expectations.
36. Hunger is your friend and it won’t betray you like food.

37. Food is mean and sneaky. It tricks you into eating it and it works on you from the inside out making you fat, bloated, ugly and unhappy.
40. Thin people look good in ANY kind of clothes.
41. Food rots your teeth.
42. Puffy cheeks, double chins and thick ankles— aren’t attractive.
43. Fatty areas stretch and sag as you get older.
44. Ever seen the arms of a fat person wave hello or goodbye?
45. Eating little to nothing saves you money!
48. Big people sweat more and they smell bad.
49. Fat people die earlier.
50. You’ll be the envy of all the other girls.
51. All of the guys will want you.
53. You won’t be exposed to all the chemicals and pesticides they put in food today.

depredation
vicarious
absolve
doctrinaire
impuissant
impute
unctuous
ecumenical
excrescence
chalice
abet
torrid
truculent
succulent
accost
attenuate
picaresque
circumspect

nebbish
moribund
maudlin
merticulous
antediluvian
supernal
high didgeon
indignant
obdurancy
accretion
pertinacious
contumelious
proband
languorous
perspicacious
distend
aver

apostasy
stultify
harangue
gauche
ingratiate
educe
demur
nadir
intransigence
incisive
militate
inveigled
aetiology
denunciatory
prurient
metastasize
indigent
convocation
eminent
invective
impious
antipodal
antipodean
abstruse
recondite
paucity
guile
beguile
guileless
abjure
rebuke
trenchant
dearth
repatriation
affront
percolate
jejune
expiscate
atavistic
adroit
emaciated
extenuate
elegiac
elegy
ebullience
raillery
belabor
maladroit
auguste
decadent
corpulent
animus
pneuma
abase
abashed
diachronic

impasse
depraved
courier
topical
nascent
miserly
recondite
adumbrate
palpable
docile
assiduity
assiduous
convocation
impunity
conjugal
preponderation
admonish
albatross
trepidation
parsimonious
virulent/virile
epicurean
diametric
salable
grandiloquent
parapraxes
riposte
repartee
plebiscite
referendum
abstruse
cogitate
decoupage
vignette
corpulent
disparate
hapless
vignette
sacrosanct
parsimonious
vagarious
repose
demur
impropriety
aggragate
aggrandize
anophthalmic
squalid
pallor
hermetic
replete
spurious
stipend
affront
picayune
exiguous

pittance
saboteur
proscribe
controvert
redress
penance
insouciant
souciant
perspicacity
languish
petulant
flippant
fiefdom
corpulent
flange
plasticity
innervate
enervate
apropos
Ecumene
resplendent
recrimination
fanciful
saprobic
ascetic
ebullient
rote
joviality
sordid
anathema
vicarious
tableaux
somnambulant
indolent
pederast
impunity
imbroglio
gracile
duplicitous
palacial
verdant
egregious
gregarious
daunted
undaunted
bocage
panegyric
repertory
neurasthenic
pugnacious
pungent
fetid
antipathy
reconciliation
epicenter
reductive

sojourn
auspice
demarcate
excoriate
transfix
irreverent
reverent
denouement
providence
besmirch
congruence
subterfuge
consign
pavilion
entreat/beseech
fulcrum
superintend
decadent
waif
stratification
stratify
strata
inexorable
interdiction
interdict
lurid
somber
sanctimonious
parochial
petulant
homozygous
proximate
paragon
consternation
privation
propriety
proprietor
hoary
asylum
unbecoming
exodus
pylon
commensurate
stymie
bedevilment
modicum
trappings
amenity
convalescent
delimit
trenchant
ballywick
shole
ensconse
commiserate
garner

preface
uncouth
permutation
disparate
avuncular
jettison
ballast
taciturn
paunch
galvanize
malaise
portend
moor
specious
impertinence
evince
oblique
explication
impetus
capitulate
facile
wherewithal
equivocance
accord
rankine
extirpate
assuage
renege
evince
prescriptive
proscriptive
palpable
inscrutable
prowess
multifarious
farrow
incumbent
nexus
till
symposium
predicate
squallid
assailable
unassailable
perdition
cavalcade
beleaguer
happenstance
limn
amenable
alacrity
sagacity
juxtaposition
prevaricator
beholden
saunder

tortological
veneer
actuarial
crescive
vivid
livid
tandem
subrogation
endemic
contenement
constabulary
exude
calcify
predation
retrograde
veneer
besmirch
convivial
apropros
profer
apodeictic
epidictic
epideictic
somnambulism
edifice
erratum
abrogate
apoplectic
indignant
contingent
explicate
tort
approbation
anathema
formant
foment
brusque
commodious
denigrate
reproachful
manifest
manifold
recompance
vituperative
vociferous
arraign
salacious
surfeit
grue
inchoate
evocative
retort
incicurable
hallowed
photogenic
soporific

effusive
arbiter
ribald
facile
dilettante
scintilla
noncommittal
salient
spurious
adumbrate
tempestuous
visceral
effete
denotatively as well as connotatively
exult
interminable
emissary
iterative
scion
quiescent
jocular
eschaton
anesthetized
torbid
coeval
eval
facile
efflorescence
demiurge
exculpate
sacrosanct
quotidian
hirudinoid
supervenience
tenebrous
invidious
etiologic
elide
apodictic
conspectus
ornery
immanent
apostasy
umbrage
senescence
vagary
dole
milieu
largesse
distend
purview
perdue
purport
alterity
exoteric
epicure

volition
perponderance
extricate
minutia
veneer
mercurial
subsume
subsumption
fustian
turgid
inure
spoliation
terse
venal
tithe
menagerie
genuflection
privation
mirth
ballast
epicurean
ratiocination
cherub
oblation
abasement
catechumen
schism
admixture
aegis
volition
protege
tortious
disavow
progenitor
palliative
amply
ersatz
anent
provincialism
succor
antechamber
indigence
malodorous
bated
mendicant
abstemious
venal
restive
starveling
gentry
tupid
torpid
adumbrate
acidulous
arrogate
nugatory

canard
bulwark
subduct
preponderance
pococurante
credence
probity
accoutrement
vitiate
perspicuous
extrude
extrusion
ineluctably
supplant
vie
putative
recalcitrant
actuarial
indemnify
irenic
salubrious
bonny
frowzy
gamine
mesmeric
miasmatic
moschate
pulchritudinous
mephitic

Things to do with a friend:
Trail
Pleasure Beach
Zoo
Shopping
DDR
Shooting range
Board Games
Video Games
Movies

The only place where it existed was in his head, and if he didn't do something soon, it would be lost forever.

Don't ever be doing nothing. Think of life as an RTS. You should always be doing as much as you can. Treat yourself like your child. What would you prefer for your child to be doing?

Listening to the The Beatles song Nowhere Man...

I think this is a valuable observation:
You're reminiscing on fun and exciting things that happened, wondering how it was possible that such things even occured.

And yet they did, and it was easy. It was able to come about that way merely because things were happening. It's simple. When things happen, you become happy. Do things.
You're very creative. This is easily evinced through what you've managed to do with minimal effort in the past. Even though things seem difficult to comprehend, they aren't. Do things.

Accomplishing:
Push yourself to failure.
Don't avoid difficult things. Otherwise, you won't improve.
If you do not work on an important problem, you won't do important work. What's the best thing you could be working on, and why aren't you?
How will what you're doing help you with your dreams?
What have you actually accomplished at the end of each day?
Life will not change without you making it change.
Don't stunt yourself from fear of change, nor from indifference.
All that wasted time, waiting for the right moment. You will regret wasted time.
The important thing is to get out there and do stuff. Instead of waiting to be taught, go out and learn.

Use the world as a tool to achieve what you want. Forget about politics: it's hopeless. Give up what doesn't matter.
Don't feel compelled to create "art" which is meaningful in the conventional sense: Make it meaningful to you personally.
Observe yourself as you are, not as you say or think you are. Are you a virtuous person?
Regarding self-abuse, If I saw a parent doing what I do to myself to a child, what would I think?
When communicating, personally distinguish between truth, and opinions/values.
Be mentally ready for anything. Don't panic, ever.
When you're consistent in many ways but not in one circumstance, analyze why.
Writing: "The philosophy's there, but it's woven into the story instead of being pasted onto it like a label."
You're lead to the truth, and then you add 20 qualifiers to your beliefs to avoid accepting the truth.

Get into situations in which you may do whatever you want to do at anytime: And it should lead you more directly to those things that bring you happiness. Along the way, you should be able to act more freely; for once you've looked ahead to recognize potentially troublesome situations, you're free to act more impulsively in pleasant circumstances — knowing there's no danger that bad problems will ensue.

The consequences to you, not someone's conception of rights, must always be the deciding standard of your actions.

Many people complain that freedom isn't possible in the real world. Often the person complaining is an individual who has accepted restrictions upon his life that make it seem impossible to be free. In effect, he's in a box.
A box is any uncomfortable situation that restricts an individual's freedom.
And the Box Trap is the assumption that the cost of getting out of a bad situation is too great to consider.

There is always a way out of situations.
If there's a box in your life (big or little), let me suggest a simple method of putting it in focus.
Take a few minutes away from everything else. Find a comfortable chair in a quiet room where you can consider the problem without interruption.
First, identify the box. What is it that's causing you the discomfort?
Next, think of what you would do if you *weren't* in the box. At first, the only advantage you can think of might be the *absence* of the discomfort. But in some way the box is preventing you from doing something you'd prefer to do. And if it were removed, you'd be free to take advantage of desirable alternatives.
Imagine the box gone. And then imagine what you'd do once you were free of it.
As you do, it's possible that the thought of one free activity might lead to another. And before long you may be able to think of many desirable possibilities that hadn't occurred to you before.
The next step is to identify the price it would take to get out of the box. As I said earlier, it may not have even occurred to you that there *is* a price that would get you out.
But there's always a way out. If you were to walk out of the box right now, what would it cost you? What would happen that you've been dreading?

If a confrontation is involved, imagine yourself going through the necessary conversation. Construct an imaginary dialogue with the other people involved. Don't skip over it; mentally live through every word spoken by each person.
As you do, try to think of unexpected things that might come up. Try to foresee the side of a person's character that hasn't been shown to you before. What if he gets mad? What if he starts to cry? What if he becomes abusive?
Go through the entire experience in your mind. If it's the least bit painful, go through it a second time. When you do, it should be less painful. Keep doing this — as many times as are necessary until you can go through the whole thing mentally without it bothering you.
With this, you will have identified clearly the three elements of your situation: (1) what you're paying by remaining where you are; (2) what it would cost you to get out; and (3) what you could do once you're out.
As long as the situation is just a hazy problem with no solution, it can always seem easier to let things continue unchanged — as uncomfortable as it may be. But when you recognize what it's costing you to stay in the box and what you could do if you were out of it, you gain new incentive to do something about it.
The price of getting out might have seemed horrendous when viewed vaguely from a distance. But now that you've identified it clearly, it may lose its power to frighten you.

As always, it's important to concentrate on the direct alternatives. You may feel that someone else is partly or wholly to blame for your problems. But so what? You only waste precious time and attention when you try to make *him* pay the price. You chose wrongly, or you wouldn't be in the situation; that's why *you* have a price to pay. What happens to him from now on is *his* problem. He'll have to continue living

with whatever it is that bothers you about him. But all *you* have to do is pay the price, and he won't be a problem to you anymore.

As you examine each of the rules you've been living by, ask yourself:

- Is this rule something that *others* have devised on behalf of "society" to restrain individuals? Or have *I* devised it in order to make my life better for myself?
- Am I acting by an old, just-happens-to-be-there morality? Or is it something I've personally determined from the knowledge of who I am and what I want?
- Are the rewards and punishments attached to the rules vague and intangible? Or do the rules point to specific happiness I can achieve or unhappiness I can avoid?
- Is it a morality I've accepted because "someone undoubtedly knows the reason for it"? Or is it one I've created because *I* know the reason for it?
- Is it a morality that's currently "in style" and accepted by all those around me? Or is it a morality specifically tailored to *my* style?
- Is it a morality that's aimed *at* me and *against* my self-interest? Or is it a morality that's *for* me and comes *from* me?

In any situation, ask yourself: *Is this what I want for myself?* If it isn't, you don't have to remain there. There are millions of people out there in the world; you have a lot more to choose from than just what you see in front of you now.

1. *Mentally step outside your present way of life.* Start from zero by imagining yourself outside of your present routine. Expand upon the daydreams you've had before — imagine now that you're no longer entangled in *any* of your present responsibilities, obligations, or relationships. Envision yourself totally on your own — with none of your present possessions, family, career, social commitments, debts, or contracts.

In other words, you're completely free — starting from zero with a clean slate, a fresh start to go in any direction that you choose. Don't concern yourself now with the restrictions that presently exist in your life; don't even try to decide how you'll remove them. Just imagine that there's no one to restrict you or make any claims upon you.

2. *What would you do?* Ask yourself what you'd do with this totally free situation.

Where would you go? What would you like to do for a living? What have you always wanted to do that's been prevented by your old way of life? Whom would you like to see? What would you do with your time?

In this new life, would you be single? Would you want to live with the person you've always desired? Would you want a particular kind of home? What kind of work would you like to pursue? What material things would give you pleasure?

Only one restriction should be imposed upon your dreams: You can't make someone else be what you want him to be. It serves no purpose to imagine that your spouse has suddenly changed as you've wanted him to, or that your boss has finally given you that raise.

3. *What is your present life like?* Now take a close look at your present routine. What activities engage you now? What is your work? How do you spend your time? Whom are you required to associate with? Where does your money go? List the activities in your present life — if you haven't already compiled a list for the techniques mentioned in the last chapter.

4. *Cross off everything in your present life that doesn't appear in your dream life.* If there's something in your present life that isn't part of the life you want for yourself, there's no reason to perpetuate it. All you need to find is a way out of it — and we're coming to that.

7. *Make changes.* Eliminate present assets that aren't on your dream list. Turn into cash all the material possessions that aren't necessary to your dream life. Eliminate all the activities that consume time without contributing to the existence you really want.

Use the cash proceeds to pay off your liabilities. Try to eliminate every commitment in that way. If you wind up with nothing but a free life, you'll be way ahead. With a free life, you can acquire what you want much more easily, with no debts or obligations to eat up the money as you make it.

If you have cash left over after paying off the liabilities, use it to finance those parts of the dream world that require money. And use the time you save to indulge yourself in the dream activities you've previously denied yourself.

What did I learn last week?
What was my greatest accomplishment over the past week?
Which moment from last week was the most memorable and why?
What's the #1 thing I need to accomplish this week?
What can I do right now to make the week less stressful?
What have I struggled with in the past that might also affect the upcoming week?
What was last week's biggest time sink?
Am I carrying any excess baggage into the week that can be dropped?
What have I been avoiding that needs to get done?
What opportunities are still on the table?

Is there anyone I’ve been meaning to talk to?
What are my top 3 goals for the next 3 years?
Have any of my recent actions moved me closer to my goals?
What’s the next step for each goal?
What am I looking forward to during the upcoming week?
What are my fears?

The next time you daydream, imagine that you’re free to actually live the experience you’re fantasizing — totally free of all commitments, obligations, and boxes. Don’t try to figure out how you’ll remove the restrictions; just imagine that they’re already gone.

Play, bit by bit, with little memories of delightful moments, days, years, places, people, ideas, wishes, dreams, stories, plans. Play with your imagination. See how good you can become at fantasizing. Imagine the people involved, how you deal with them, what you get from them.

Notice, as you do, when you get the greatest joy from a situation you’re imagining. Take that reaction seriously and make a note to see how you can turn that particular dream into a reality.

The average feature screenplay, traditionally, is between 95 and 125 pages long.

8 1/2" x 11" white 3-hole punched paper.
Courier 12 font.
A page number appears in the upper right hand corner (in the header). No page number is printed on the first page.
The top and bottom margins are between .5" and 1". The left margin is between 1.2" and 1.6". The right margin is between .5" and 1".
One script page in Courier 12 should roughly average 1 minute of onscreen film time.

Scene Heading are aligned flush left (which we learned is about 1.5" from the edge of the paper) and are rarely long enough to reach the page margin.

The Scene Heading is written in ALL CAPS. Use a period after the INT. or EXT., a hyphen between the other elements of the Slugline.

The Scene Heading, sometimes called Slugline, tells the reader of the script where the scene takes place. Are we indoors (INT.) or outdoors (EXT.)? Next name the location: BEDROOM, LIVING ROOM, at the BASEBALL FIELD, inside a CAR? And lastly it might include the time of day - NIGHT, DAY, DUSK, DAWN... information to "set the scene" in the reader's mind.

The Slugline can also include production information like CONTINUOUS ACTION, or ESTABLISHING SHOT or STOCK SHOT. Here are examples of Scene Headings:

Action runs from left to right margin, the full width of the text on the page, the same as the Scene Heading. Text is single-spaced and in mixed case.

When you introduce a speaking character for the first time, you should put the name in all caps.

The ACTION or Description sets the scene, describes the setting, and allows you to introduce your characters and set the stage for your story. Action is written in REAL TIME.

Every moment in a screenplay takes place NOW. Use the active voice (a window slams shut) not the passive voice (a window is slammed shut).

Keep your paragraphs short... don't let them go on and on over 4 or 5 lines. The reader may scan long action paragraphs without really reading them.

Avoid a compulsion to write camera angles and shots. If you must emphasize some shot, write it on a single line. Angles and shots are the domain of the director an will likely be added in the Shooting Script.

The CHARACTER NAME is formatted in uppercase letters and indented 3.5" from the left margin.

A character name can be an actual name (JOHN) or description (FAT MAN) or an occupation (DOCTOR). Sometimes, you might have COP #1 and then COP #2 speaking. It is okay to identify the speaking parts like this, but actors will like you more if you personalize their part with a name. Try to be consistent.

DIALOGUE margin is indented 2.5" from the left margin. A line of dialogue can be from 30 spaces to 35 spaces long, so the right margin is a bit more flexible, usually 2.0" to 2.5".

DIALOGUE rules apply when anyone on screen speaks. During a conversation between characters. When a character talks out loud to himself... even be when a character is off-screen and only a voice is heard

Great dialogue is a window into the soul of your character. It sounds real... It's conversational. The audience feels like a fly on the wall, hearing natural interplay between characters. Great dialogue may use common language but express great passion, and even become a catch phrase in popular culture, as the line from Clint Eastwood's Dirty Harry Callahan "Go ahead. Make my day."

It's not a bad idea to read your dialogue aloud to see how it really sounds. If you have a difficult time reading a line, it may not be good dialogue. You'll definitely be able to tell if you organize a reading of your script and hear it that way (best with professional actors, like they do in Hollywood and on Broadway).

Real rebellion involves eliminating the notion of identity: you don't bind yourself by an identity. You do what you want when you want to do it at that time, independent of whatever you've thought in the past.

What if the child has a "loving" family instead of an abusive one, but that still means that he's being abused? You can include heavy abuse through the eyes of his friend/s.

"Love by any other name"
LBAON
Lovebound
Or, what about "Boundless Love", to mean that their love is not restrictively bounded by relationships (like what marriage does)?

The beauty in the romantic relationship between a ten-year-old boy and a thirty-year-old man.

My script is a slow downbeat drama with a genuine social commentary.

It would be very inexpensive to produce.

There will be no music. Music should not set mood: dialogue should.

There will be no text on the screen. There will be no credits.

There will be no humor. This should be completely solemn.

(No, it's not at all pornographic. And it isn't satirical. Nor metaphorical. Take it for what it is.)

It's contrived for the ending to be filled with death. The ending should end on a perfunctory note. That's infinitely more depressing than death.

Characters:

10-year-old
10-year-old's friend
Pedophile
Goth group
10-year-old's sister
10-year-old's father

Two kids observing group of either goths, emos, or something like that. Discussing how cool they are.
Scene where the kids approach the goths.
Kid's friend tells him that he's going to run away.
10-year-old hears about his friend who ran away.
The kid tried doing something that an adult would have done, but was unable to because he was a kid.
Eventually, the kid is found frozen to death, or something like that.
Kids are playing together in some place.

Kid either goes to place where pedophile is, or happens to come across him in public.
Scenes where the kid talks to the pedo many times about his life. The pedo helps him.
The pedophile either gets killed or goes to prison.

Kid with the pistol laying back on his bed while cocking and clicking his pistol while listening to his father yelling condemning his sister who's in a relationship with a boy.
Scene where the kid finds out about a familicide.

Intermittent church scenes.

The news playing, reporting about incidents.
One could be a familicide.
One could be about internet predactors.
One could be about a suicide.
One could be about the government.

Scenes where the child is talking to his sister.

Scenes where the child is talking to others in the cafeteria.

Scene where the goths tell the kids that one of their members had commited suicide.
"They gave us an assembly about bullying. They should look at themselves."
Scene where the goths talk about the familicide.
The goths tell the kid to talk to one of the goths. He does. They walk together talking about what the difference between humans and animals is. They stop in an alley or something. The goth finally explains that it's the will to die, and hands him a small pistol, telling him to do what he considers best.
Scene where the kid is following two of the goths, male and female, walking with them to somewhere.

They facetiously act as if they're parents, planning the life of their child.

People preaching about how homosexuality needs to be accepted.

A scene in a supermarket. "Don't tell me how to raise my kids!"

Scenes in which the child is mistreated by his father.
A scene in which the 10-year-old is spanked by his father.
A scene in which the 10-year-old is raped by his father.

A scene where someone is watching To Catch A Predator with someone else.

The movie ends on a downbeat note.
Perhaps with the kid crying.

Kohut grew up in Vienna in the 1920s. By the time he was 10, his parents' relationship with each other was deteriorating, and young Heinz found himself to be quite lonely. But he ”survived the fragmentation of the family remarkably well, in no small part due to the lucky presence of a warmhearted tutor named Ernst Morawetz, who entered his life just as his mother left it” (p. 23). Heinz mother hired Morawetz, a university student probably in his 20s, to be Heinz's companion and provide him with intellectual stimulation—Heinz was age 11 at this time. Most afternoons after school Morawetz took Heinz to a museum, an art gallery, or the opera, or they simply read together and talked about interesting subjects. As Kohut later put it: ”I had this private tutor, who was a very important person in my life. He would take me to museums and swimming and concerts and we had endless intellectual conversations and played complicated intellectual games and played chess together. I was an only child. So it was in some ways psychologically life-saving for me. I was very fond of the fellow” (p. 24).
Heinz found in Morawetz companionship, connection, and deep empathy. He later described those years with his tutor as extremely happy ones, perhaps the happiest in his life. He idealized his tutor, who was a ”'spiritual leader,' able to share his 'almost religious' love for nature, as well as teach him about literature, art and music” (p. 24). The relationship became sexualized, at first mainly kissing and hugging, then naked closeness, then tender mutual fondling, and mutual oral sex. Strozier (2001) argued that Kohut put his relationship with Morawetz into the context of the ancient Greeks, about whom he began reading in depth. Kohut felt the sexualization was incidental and meant little to his own sexual identity—what was of over-riding importance was the emotional connection.
[...]
Strozier concluded: ”This is not to defend child abuse, which is abhorrent. But it may well be that our sense of exploitation of children has become too ideological and leads us to miss the subtlety of love and connection that can arise even in deeply unequal relationships” (p. 26)

Demonstrate that the 10-year-old's relationship is no different than his siser's.

Child forced to go to grandparents'?
Bad things?